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This annotated bibliography was prepared under the supervision of the Elementary and Secondary Education Act, Title I, Office of the New York State Department of Education. Citations are presented under 17 headings which cover a wide range of facets of the education of the disadvantaged. The two sections with the greatest number of annotations are those concerned with general reference works and with intergroup relations. (NH)

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ANNOTATED BIBLIOGRAPHY

EDUCATING

THE DISADVANTAGED CHILD

UD 002 769

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
TITLE I - E.S.E.A.
October, 1968

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FOREWORD

"FROM CONTEMPLATION ONE MAY BECOME WISE
BUT KNOWLEDGE COMES ONLY FROM STUDY."

This annotated bibliography is provided for your use in identifying various publications pertinent to the education of disadvantaged children. A careful review of this publication will reveal sources of information applicable to the problems confronting school district and program administrators in their efforts to program for and satisfy the needs of the disadvantaged. Included are references to the multiple causation factors contributing to educational deprivation as well as sources of information for the resolution of the factors.

Realistic and effective programming in this critically important educational endeavor is dependent upon the rapid professional acquisition of knowledges and understandings pertaining to the nature and needs of the disadvantaged. Ways of neutralizing the detrimental effects of a poverty environment must be developed. Efforts must be expended in focusing the total resources of the educational community in tempering the factors negating personal motivation to achieve. Common educational methodology must be examined and altered where necessary to result in an improved, more productive learning atmosphere. Basic administrative and supervisory practices and policies must be examined in reference to their direct and indirect effect upon the teaching and learning process.

Reliable procedures must be identified and implemented which will result in quality integrated education. The revolution in educational doctrine demanded by sensitive planning for the improved educational opportunities for these children and youth necessitates a concerted effort on the part of educators to convert knowledge and understanding into desirable action. The extreme urgency of the needs of the deprived prohibit the natural evolution of desirable educational practices.

This annotated bibliography is the result of the efforts of several individuals. We are particularly thankful for the contributions made by Edmund W. Gordon, formerly Professor and Chairman of the Department of Educational Psychology and Guidance, Yeshiva University and presently at Teachers College, Columbia University; Mrs. Barrie Cassileth, Research Assistant at Yeshiva University; and Mrs. Dorothy Goldman, Consultant to the New York State Title I, ESEA Office. This publication was developed under the supervision of John L. House and Donald White of the Title I, ESEA Office and under the direction of Irving Ratchick, Coordinator.

Walter Crewson

WALTER CREWSON
Associate Commissioner for Elementary,
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ADMINISTRATION AND ORGANIZATION

1. Beggs, David W. "A Success Story of Small and Large Group Instruction: The Decatur-Lakeview Plan." Overview 3. December, 1962.
   The article describes the working details of a high school program in which size of classes and individual schedules were highly varied and designed to meet student needs as well as to best develop subject matter. Implications of the program, its positive and negative results, are discussed and would be helpful for planners of innovational programs.

2. Brown, Bartley. The Non-Graded High School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.
   The reader is asked to "disregard the conventional and immediate..." and "wear the cloak of conformity lightly...." A detailed account of how and why Melbourne High School (Melbourne, Florida) was established as a non-graded school in 1958. Included are such topics as independent study, concept-centered curriculum, and flexibility. Good arguments are presented in favor of the non-graded program.

3. Brown, Frank B. The Non-Graded High School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.
   This book details the 1957 Cape Kennedy experiment with a non-graded approach to high school. Six individualized organizations for learning were created; marks and promotion were eliminated; new approaches to learning and motivation were employed. An important reference for those dissatisfied with the traditional graded format.

4. Burchill, George, ed. Work-Study Programs for Alienated Youth, A Casework. Chicago, Illinois: Science Research Associates, 1962.
   Description of nine work-study programs for secondary students. Examples of ways several public school systems and one group of private individuals are combining classroom and job experience for certain youngsters to prevent them from becoming alienated from society.

5. Byers, Loretta. "Ability Grouping - Help or Hindrance to Social and Emotional Growth?" School Review 69. Winter, 1961.
   This article discusses pros and cons of grouping within classroom or school but presents no definite conclusions. It does plead for further research on the effects of homogeneous grouping.

6. Campion, H. A. "Work Experience in Secondary Education," California Journal of Secondary Education 30. January, 1955.
   A strong argument for the inclusion of work experience in the senior high school program is set forth in this article. The writer explains why he feels such a program will contribute to individual development, to economic literacy, and to general preparation for living in an industrial society.

7. Durrell, Donald D. "Pupil-Team Learning." Instructor 74: February, 1965.
   Article presents a possible new approach to adjusting achievement levels and rates of learning. Pupil teams, comprised of equip-ability students for skill work, and of heterogeneous pupils for other areas of study, work together, help one another, and progress at their own rate, allowing teachers to spend more time with under-skilled students.

8. Gordon, Sol. Academic School - An Approach to Primary Education. Rutgers, New Jersey: Urban Studies Center, 1965.

   Author presents his ideas for an academic approach to primary education in urban slum areas, in which creative thinking rather than curriculum innovation and early prevention rather than remediation are stressed. Suggests teacher and parent involvement and influence; discusses academic goals.

9. Gordon, Sol. A Model Elementary School in an Urban Slum. Rutgers, New Jersey: Urban Studies Center, 1965.

   The author has evolved a model system for running an elementary school, with emphasis on organization and administration. Includes discussion of staff, curriculum, meetings, and parent contact.

10. Halliwell, Joseph W. "A Comparison of Pupil Achievement in Graded and Non-Graded Primary Classrooms." Journal of Experimental Education 32. Fall, 1963.

    Achievement test scores of first through third graders in traditional and non-graded schools were compared. Non-graded pupils performed better than their traditionally schooled peers.

11. Hayes, Charles H. "Team Teaching in Culturally Deprived Areas: Pittsburgh Team Teaching Project." National Elementary Principal 44. January, 1965.

    Describes team-teaching of over 8,000 heart-of-the-city public school students. Advantages of the approach are discussed: decreased frequency of behavioral problems, use of male teachers to serve as father images, etc.

12. Hillson, Maurie, et al. "A Controlled Experiment Evaluating the Effects of a Non-Graded Environment on Pupil Achievement." Journal of Educational Research 57. 1964.

    Experimental, non-graded students progressed to new reading levels as they were able, achieving significantly higher scores on measures of reading ability than did pupils in graded organizations after three semesters.

13. National Education Association. Non-Graded School Organization. Research Bulletin 43. Washington, D. C.: October, 1965.

    A statistical review of non-graded schools is presented; advantages and disadvantages of the non-graded system are discussed. A good reference for administrators considering changing to a non-graded format.

14. Passow, A. Harry. "The Maze of the Research on Ability Grouping." The Educational Forum 26. March, 1962.

    In an analysis of past research on homogeneous and heterogeneous grouping, the author finds results to be conclusive. Studies and their deficiencies are described; suggestions for future research designs are given.

15. Thomas, George I. *Extended School Year Designs*. Albany, New York: The State Education Department, January 1966.

An introduction to new plans of school organization which may result in financial economies and provide more education for all pupils. The document is designed for, those who wish to experiment, or to use it as a how-to-do-it manual, or to instruct graduate classes. May be helpful in arriving at basic understandings about the force and effect of an extended school year.

16. University of the State of New York. *Economy and Increased Educational Opportunity through Extended School Year Programs*. Albany, New York: The State Education Department, 1965.

A brochure discussing some concepts of school organization which may be answers to the educational problems facing educators today. Recommended Extended School Year Plan can provide communities with extra classroom and special facilities needed to expand present programs or to provide a more desirable learning environment for disadvantaged children. These proposals will have special impact on the disadvantaged through the provision for extra instructional time.

DEVELOPMENTAL AND REMEDIAL READING

1. Bond, G. L., and Miles Tinker. *Reading Difficulties: Their Diagnosis and Correction*. New York: Appleton-Century Crofts, Inc., 1957.
   A well-organized and adaptable text with materials and approaches that can be used by the classroom teacher. It includes highly practical section on diagnostic techniques.

2. Bullock, Harrison. *Helping the Non-Reading Pupil in Secondary School*. New York: Teachers College Press, Teachers College, Columbia University, 1956.
   Some excellent suggestions for teachers who find severely retarded pupils in their classes on both the junior and senior high school levels.

3. Cohen, S. Alan. "Applying a Dynamic Theory of Vision to Teaching Reading." *Journal of Developmental Reading* 6. Autumn, 1962.
   The author contrasts this theory with the traditional physiological concept of vision and applies his theory, which stresses the importance of environmental factors, to the classroom situation.

4. De Boer, John, and Martha Dallman. *The Teaching of Reading*. New York: Holt, Rinehart and Winston, Inc., 1960.
   A clearly written book on methods for classroom instruction in the various skills areas. A good source of classroom activities and a good explanation of sequential developmental skills. Little prerequisite knowledge of reading required.

5. Dechant, Emerald V. *Improving the Teaching of Reading*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
   A valuable reference for the classroom teacher. Detailed sections on phonetic analysis and phonic skills, on developing a meaningful vocabulary, and on advancing comprehension skills. Includes a section on materials and chapter summaries.

6. Fite, June H., and Louise A. Schwartz. "Screening Culturally Disadvantaged First Grade Children for Potential Reading Difficulties Due to Constitutional Factors." *American Journal of Orthopsychiatry* 35 (2). March, 1965. Digest paper presented at meeting of the American Orthopsychiatric Association.
   A large proportion of children in this study showed some sign of constitutional difficulty or developmental lag. Implications of the findings with respect to curriculum and classroom teaching are noted.

7. Harris, Albert. *How to Increase Reading Ability: A Guide to Developmental and Remedial Methods*. New York: McKay, 1961.
   Idea-filled text for the beginning teacher and also useful for the experienced teacher. Includes annotated list of tests and graded list of books for remedial reading.

8. Janowitz, Gale. "After School Study Centers: Volunteer Work in Reading." *Mayor's Committee on New Residents*. Chicago, Illinois: 1964.
   An excellent guide for organizing and conducting a reading tutorial program. Includes suggestions for tutoring and a chapter on the responsibilities of volunteers.

9. Karlin, Robert. Teaching Reading in High School. Indianapolis, Indiana: Bobbs-Merrill, 1964.

   A practical book for the secondary school teacher which includes specific suggestions for dealing with a variety of reading situations. Attention is given to such areas as word recognition, comprehension, study skills, speed, and reading in the content fields.

10. Labov, William. "Linguistic Research on the Non-Standard English of Negro Children." Problems and Practice in New York City Schools. New York: New York Society for the Experimental Study of Education, 1965.

    This article expresses concerns for the factors which interfere with the teaching of reading to Negro and Puerto Rican youth in conflict between non-standard and standard English; namely, a mechanical conflict between the two structures of English which affect the child's ability to perceive and produce sound patterns and grammar of standard English, and a conflict of values which may persist even when the structure conflict is resolved. Additional information is explored concerning (1) Nature and Origin of Negro - White Differences (2) Structural Conflicts in the Sound System (3) Contrast Within the Sound System and (4) Grammatical Implications of Sound Patterns.

11. La Brant, Lou. "Broadening the Experience of Deprived Readers." Education 85. April, 1965.

    This article places the blame for poor reading ability of some children on limited experience. The writer does not dwell on the child with limited ability. He is concerned with the boy or girl with ability. The article explains the great degree of success these students can attain with proper environment and methods.

12. Spache, George D. Good Reading for Poor Readers. 3rd ed. Champaign, Illinois: Garrard, 1962.

    A guide for the classroom teacher. Includes the following kinds of lists, many of which have annotated entries: trade books useful with poor readers, adapted and simplified materials, textbooks, workbooks and games, magazines and newspapers, series books, book clubs, indexes and reading lists.

13. Strang, Ruth et al. The Improvement of Reading. 3rd ed. New York: McGraw-Hill, 1961.

    Especially valuable as a reference for the secondary school teacher. Developmental reading, reading in the content fields, and methods and materials of instruction and appraisal are detailed.

14. Sullivan, Helen, and Lorraine Tolman. "High Interest-Low Vocabulary Reading Materials." A Selected Booklet. Journal of Education. December, 1956.

    This is an annotated bibliography designed to help teachers, administrators and librarians select books for those youngsters who have difficulty reading at a particular grade level. Materials presented cover vocabulary levels from grade one through seven, the interest level in each case extending beyond the vocabulary level. Useful comments include uses of the list and devices to help the teacher using the list.

15. University of the State of New York, *Guidelines for Reading Centers (Title I and Title III, Elementary and Secondary Education Act)*. Albany, New York: The State Education Department.
    Contains a set of guidelines designed to help administrators in planning programs that may be funded through Title I and/or Title III of the Elementary and Secondary Education Act of 1965. The programs are suggestive in nature and will need to be adapted and modified to meet the needs of individual school districts.

16. Weiss, M. Jerry, *Reading in the Secondary Schools*. New York: Odyssey, 1961.
    Selected readings from various sources grouped into eight areas, including: Teaching Begins with Philosophy, Groundwork for a Reading Program, Developing Reading Skills, and Teaching Reading in the Content Fields. Though selections are uneven in quality, the collection on the whole is useful for the secondary school teacher.

17. Whipple, Gertrude. "Multicultural Primers for Today's Children." *Education Digest* 29. February, 1964.
    A very interesting report on the reading program of the Detroit school system. An unusual feature is the introduction of preprimers illustrated with multiracial characters, especially prepared with the culturally deprived child in mind. These books were designed to meet the particular needs of urban children.

18. Witty, Paul A. "Guiding Principles in Reading Instruction." *Education* 85. April, 1965.
    Discusses the possible adaptation of a program developed during World War II for functionally illiterate men to meet the needs of today's culturally disadvantaged children.

DROP-OUTS

1. Barger, Ben, and Everette Hall. "Interaction of Ability Levels and Socio-Economic Variables in the Predication of College Drop-outs and Grade Achievement." Education and Psychological Measurement 25. Summer, 1965.

   This is a summary of a study held at the University of Florida to determine whether the relationship of socioeconomic variables to dropping out of college is the same for different ability levels and whether there is a relationship between these same variables and grade achievement when ability is controlled. Suggestions are made as a conclusion to the study.

2. Beane, Livingston E. "The Rehabilitation of High School Drop-outs." American Journal of Orthopsychiatry 32 (2). March, 1962.

   This article describes how a small community in Richmond, California, recognized the drop-out problem by providing employment and training for the youths involved.

3. Bertrand, Alvin L. "School Attendance and Attainment: Function and Disfunction of School and Family Social Systems." Social Forces 40 (3). 1962.

   Interview data was obtained from rural Louisiana students, drop-outs, parents, principals and teachers. The article discusses the family and school factors which operate to produce drop-outs.

4. Bledsoe, Joseph C. "An Investigation of Six Correlates of Student Withdrawal from High School." Journal of Educational Research. September, 1959.

   This article attacks the problem of drop-outs. It points up four specific needs in education today to prevent withdrawal from school:

   1. Early recognition of factors in any given community which encourage boys and girls to drop out of school;
   2. Early identification of symptoms of withdrawal;
   3. Taking preventive steps with prospective school leavers as soon as possible; and
   4. Treating each potential drop-out as an individual and not as part of a group.

   The findings suggest that boys are more likely to drop out than girls, that students who shifted enrollment dropped out more than those who did not, that students whose parents were more skilled dropped out less than their counterparts, and that students with greater reading comprehension dropped out less than their counterparts.

5. Cangemi, Joseph P. Some Symptoms and Causes Connected with Dropping Out of School. Syracuse, New York: Syracuse City School District, Madison Area Project, May, 1964.

   A description of causes and symptoms of maladjustment which may be used to identify the potential drop-out. Prevention must be put into effect before the student has identified himself as a drop-out.

6. Cangemi, Joseph P., and Mario D. Fantini. A View of the Drop-out With Emphasis on the STEP Program. Syracuse, New York: Syracuse City School District, Madison Area Project. August, 1962.

   A discussion of Syracuse's STEP Program, which was instituted to cope with the drop-out problem. The failure of STEP is analyzed; recommendations for a stronger program are made.

7. Cervantes, Lucius F., Dropout (The): Causes and Cure. Ann Arbor, Michigan: The University of Michigan Press, 1965.

   In this compelling and interesting study, we learn how the young dropout feels about his family, friends and teachers. We also gain insight into his many basic emotions and attitudes while comparing his views with those of a high school graduate having the same I.Q. and a similar social and economic background.

8. Curtis, John Gowan, and George D. Demos. The Disadvantaged and Potential Drop-out. Springfield, Illinois: Charles C. Thomas, 1966.

   Noted experts in theory and practice set forth new techniques for handling drop-outs, especially among disadvantaged children. The entire volume is in line with current interest and efforts stemming from the President's Anti-poverty Program and the Elementary and Secondary Education Act. In addition to the readings, the editors have placed in suitable chapters a considerable number of annotated bibliographic references, believing that these addenda will materially aid the scholar in uncovering additional sources.

9. Dentler, Robert A., and Mary Ellen Warshauer. Big City Drop-outs. New York: Center for Urban Education, 1965.

   The program for the drop-out is discussed relative to the characteristics of the large cities in which it exists. Numerous tables are included.

10. Department of Public Aid. Parents of School Drop-outs: Some Aspects of Culture, Environment and Attitudes. Preliminary Report. Cook County, Illinois, September, 1964.

    Preliminary results of a study of mothers of drop-outs concurrently receiving public aid are reported.

11. Driscoll, Paul. "Evaluation of the Use of Different Types of Programs for the School Drop-out." American Journal of Orthopsychiatry 34. March, 1964. Digest of paper presented at the Annual Meeting of the American Orthopsychiatric Association, 1964.

    Effective elements of secondary school drop-out programs are noted. An original paper helpful to administrators as a guideline to potentially good anti-drop-out programs.

12. "Drop-Out, The" A Symposium. The Clearing House. May, 1962.
    - a. Hoyt, Kenneth B. "The Counselor and the Drop-out."
      Well-thought-out ideas for counselor action are presented.
    - b. Riendeau, Albert J. "Facing Up to the Drop-out Problem."
      Several techniques are offered for approaching the actual situation as it exists today.

12. (Continued)

c. Coplein, Leonard E. "Techniques for Study of Drop-outs." A step-by-step outline of methods and procedures for gathering and studying one's own drop-out problem.

13. "Drop-Out, The" A Symposium. Education 85. December, 1964. The drop-out problem and what may be done to prevent and deal with it are discussed by one leader in each of the following organizations: Family Service, The Urban League, School Counseling, Vocational Rehabilitation, Armed Forces and the Juvenile Court.

14. Jansen, William, Ethel F. Haggard and Morris Krugman. Experiment in Guidance of Potential Early School Leavers. Board of Education of the City of New York, Bureau of Education and Vocational Guidance, 1956. This is the report of a five-year study in four high schools in New York City. The purpose of the project is to provide intensive guidance service to high school students who present the characteristics of the drop-out. The report describes the project step-by-step from its very beginning to its conclusion.

15. Lichter, Solomon O. et al. Drop-outs, The. New York: The Free Press, 1962. The experiences and findings of a three-year treatment study of a group of intellectually capable Chicago youngsters who wanted to leave or who left high school. The authors examine the serious emotional problems and difficulties at home that were the primary reasons for dropping out of school. The usefulness of prolonging counseling is graphically illustrated.

16. Longstreth, Longdon E. "Experimental Evaluation of a High School Program for Potential Drop-outs." Journal of Educational Psychology 55. August, 1964. This is a report on the results of a three-year project devoted to evaluating a program for drop-outs. The report concerns itself with details on seventy-five potential drop-outs enrolled in a work-study program as compared with an equal number of potential drop-outs enrolled in the regular school program.

17. Mannino, Fortune V. "Family Factors Related to School Persistence." Journal of Educational Sociology XXV. January, 1962. The author discusses whether certain intra-familial characteristics determine a pupil's continuation in or premature withdrawal from school.

18. Maryland State Department of Education. Our Drop-outs - What Schools Can Do. Baltimore, Maryland: 1963. This is a collection of data on the school drop-out-number, reasons, and other identifying characteristics - which might give clues to the prediction and prevention of future drop-outs.

19. Miller, Leonard M. Drop-Outs: Selected References. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, 1964. General references relating to area drop-out programs, to ttenage marriage and parenthood, and to audio-visual materials.

20. Miller, S. M., and Ira E. Harrison. "Types of Drop-Outs: The Unemployables." Blue Collar World; Studies of the American Worker. Edited by Arthur B. Shostak and William Gomberg. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
This study attempts to classify various types of drop-outs and to analyze the attitudes of drop-outs through direct interviews.

21. Moore, James W. How High Schools Can Reduce Their Drop-Out Rate. Albany, New York: The State Education Department, Bureau of Guidance, 1964.
Reducing the school drop-out rate reminds one of Mark Twain's comment on the weather--"Everybody talks about it but nobody does anything about it." This guide to action is a plan offered to counselors and cooperating colleagues in secondary education. The guide outlines the concept and content of a number of approaches which may prove to be of some assistance to school districts earnestly seeking to reduce their local incidence of early school leaving.

22. Moore, James W., ed. Developing Work-Study Programs for Potential Drop-Outs. A Manual. Albany, New York: The State Education Department, Bureau of Guidance, 1965.
The content of this manual reflects day-to-day experiences and resultant procedures from STEP (The School to Employment Program). Effective Practices and Techniques, Suggested Teacher Materials, and Audio-Visual Aids are some of the very helpful sections.

23. O'Neil, John H. "High School Drop-outs." Education 84. November, 1963.
This article considers the reasons for drop-outs leaving school, listing five specific factors, such as the low-socio-economic status of the pupil's family, with six additional factors, such as broken homes, indicating that the cause seems to fall within these or a combination of them. Some proposed solutions are suggested, with emphasis on preventive guidance early in the elementary school.

24. Schreiber, Daniel. Guidance and the School Drop-Out. Washington D. C.: National Education Association, 1964.
An overview of the drop-out problem; a discussion of guidance and counseling programs and counselor education.

25. Schreiber, Daniel. Holding Power Large City School Systems. Washington, D.C.: National Education Association. 1964.
A study which concentrates on specific services offered to pupils and compares the holding power of school systems by population groups and with national norms.

26. Schreiber, Daniel, Ed. The School Drop Out. Washington, D. C.: National Education Association, 1964.
This publication involves papers originally submitted for discussion at a symposium convened by the National Education Association's Project on School Drop-Outs. The objective of the symposium was to define the "drop-out problem" as comprehensively as possible. It

26. (Continued)

was hoped that from these discussions would evolve a clear statement of the nature of the problem and some broad indications of how and where educational intervention could be effective. The most important aspect of this symposium was its refusal to accept the common notion that there must be something "wrong" with the drop-out.

27. Taber, Robert C. "The Critical Dilemma of the School Drop-out." American Journal of Orthopsychiatry 33. April, 1963.
Discusses resources developed by schools to reduce drop-out rate; suggests that communities share responsibility in order that the problem be successfully handled.

28. University of the State of New York. "High School Dropouts," Highlights Volume XV, No. 4. Albany, New York: The New York State Education Department, Bureau of Guidance. December, 1964.
This issue of Highlights focuses special attention on one of the most discussed educational topics of recent times - high school dropouts. Included are brief descriptions of programs for dropouts and potential dropouts, a list of recent publications, magazine articles and audio-visual aids.

29. University of the State of New York. Reducing the School Drop-out Rate. Albany, New York: The State Education Department, Bureau of Guidance, 1963.
Reducing the school drop-out rate - a report on the holding-power project - a six-year study involving 12,000 students in grades 7-12 from 89 schools.

30. Williams, Percy V. "School Drop-outs." NEA Journal 52: February, 1963.
A report based on a survey of the Maryland State Department of Education in conjunction with every high school in the state to study the causes of school drop-outs.

GENERAL REFERENCE

1. Ausubel, David P. "How Reversible are the Cognitive and Motivational Effects of Cultural Deprivation? Implications for Teaching the Culturally Deprived Child." Urban Education I. Summer, 1964.
   The article discusses implications of deprivation during periods of greatest learning susceptibility; increasing academic differentiation of deprived children. Implications for I.Q. Test evaluation, academic programs and teaching of language.

2. Birch, Herbert G. Health and the Education of Socially Disadvantaged Children. New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, 1967.
   This paper was used at the conference on Bio-Social Factors in the Development and Learning of Disadvantaged Children, held in Syracuse in April 1967, under the terms of a United States Office of Education contract.
   Certain selected conditions of health which may have consequences for education are discussed. Among these are the conditions of obstetrical and prenatal risk affecting the child in utero and at birth and the circumstances, particularly those relating to nutritional opportunities, which may significantly affect his development and ability as a learner subsequent to being born. The fact that ill health is an important variable for defining differentiation in the learning potential of the child is amply brought out by this investigation.

3. Bloom, Benjamin S. Stability and Change in Human Characteristics. New York: John Wiley and Sons, Inc., 1964.
   An analysis of the development of human characteristics and how limitations such as environment produce a variation in the development. An attempt to understand how human characteristics may be identified, explained and eventually modified.

4. Bowman, Paul H., and Maurine Pellman. "Socially Underprivileged Youth and the Schools." The High School Journal. May, 1958.
   The article discusses the problems of the socially underprivileged child and the reasons why school often becomes a painful experience for him. A case study is included.

5. Brazziel, William F., and Margaret Gordon. "Replications of Some Aspects of the Higher Horizons Program in a Southern Junior High School." National Association of Secondary Schools Principals Bulletin 47. March, 1963.
   A report of a research project. A seventh-grade class of children of low socio-economic background in Norfolk was exposed to an innovational program featuring several aspects of the Higher Horizons Program. Positive results indicate what can be done with a modified, low-budget version of the Higher Horizons Program.

6. Bruner, Jerome S. The Process of Education. Cambridge, Massachusetts: Harvard University Press, 1962.
   A summary of conclusions drawn at the 1959 National Academy of Science Conference. Develops four major themes and one conjecture: the themes of structure, readiness, intuition and interest in learning; and the conjecture of how best to aid the teacher in the task of instruction.

7. Burchinal, Lee G., ed. *Rural Youth in Crisis: Facts, Myths, and Social Change.* Washington, D.C.: United States Department of Health, Education and Welfare, 1965.

   A collection of papers on rural youth and the problems they must face and resolve in our growing and changing society. Severe problems in building a meaningful productive life are anticipated for rural youth whether they remain in their home communities or are drawn to large metropolitan centers.

8. Clotsche, Martin J. *The Urban University*. New York: Harper and Row, 1966.

   This compact book considers the changing nature of urban life. Topics covered include a profile of the university and its relationship to the urban scene, urban needs, university sources, the campus, the student and the arts. The challenges and responses of the urban university in an urban culture are also considered.

9. Coleman, James S., et al. *Equality of Educational Opportunity*. Washington, D.C.: United States Department of Health, Education and Welfare, Office of Education, 1966.

   The so-called Coleman Report, which represents the most extensive survey of the U. S. public school in the entire history of that institution. It questioned the extent of segregation and discrimination in the public schools and concluded that integration is an essential step in providing equality of educational opportunity but that more important to pupil achievement is improvement in general school quality and effectiveness.

10. Crow, Lester C., Walter I. Murray and Hugh B. Smythe. *Educating the Culturally Disadvantaged Child: Principles and Programs*. New York: McKay, 1966.

    Teachers are alerted to the special learning needs of disadvantaged children, and ways of enlisting the cooperation of parents are suggested. The book is of interest to teachers wanting to gain insight into the background and specific learning problems of culturally deproved children.

11. Davis, Allison. *Social Class Influences on Learning*. Cambridge, Massachusetts: Harvard University Press, 1948.

    The child in school cannot be understood without considering the influence of his background. The book investigates the different social class environments of children and how they may influence his learning.

12. Della Dora, Delmo. "The Culturally Disadvantaged: Educational Implications of Certain Socio-Cultural Phenonomena." *Exceptional Children* 28. May, 1962.

    For the educational problems that may arise from social and cultural differences, this article considers current social and cultural forces which interact with the functions assigned to public schools. It also discusses the effects of these forces on the teaching-learning process.

13. Dentler, Robert A., Bernard Mackler and Mary Ellen Warshauer. The Urban R's. New York: Center for Urban Education, 1968.

The Urban R's is a collection of 18 articles -- 16 of them published for the first time -- that focuses on the general question of how the school, together with the community, can provide a meaningful education for the changing population of the city's children. The emphasis is on Northern big cities, but the contents contain clear implications for school systems and communities throughout the country.

14. Deutsch, Martin. "Role of Social Class in Language Development and Cognition." American Journal of Orthopsychiatry 35. January, 1965.

Unfavorable environment can inhibit language development. If uncorrected, language deficit will accumulate. Implications are drawn for the school's role.

15. D'Evelyn, Katherine. Meeting Children's Emotional Needs. Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1957.

In the first part of the book, the reader is told how the school can help meet the emotional needs of children in the classroom. The second part of the book presents specific cases of disturbed children and suggests ways of dealing with their problems. The final portion of the book is devoted to stressing the need for cooperation between school and home.

16. Eddy, Elizabeth M. Walk the White Line: A Profile of Urban Education. Garden City, New York: Doubleday Company, Inc., 1967.

This book is concerned with the urban educational system and the urban poor within its schools. The transition of American society from an agrarian to a technological base and the changing role of the family and the school in preparing the child for his place in society is reviewed. Whether a school based on a middle-class value system can succeed in the "inner city" where the majority of the people do not subscribe to those values is a question which receives considerable attention.

17. Educational Policies Commission. American Education and the Search for Equal Opportunity. Washington, D.C.: National Education Association, 1965.

This booklet concerns itself with the problems of the disadvantaged child and ways and means of overcoming the problems through learning. The role of the public school is sharply pointed out.

18. Educational Research Service. School Programs for the Disadvantaged. Washington, D.C.: American Association of School Administrators. January, 1965.

School systems represented in the 1963 Circular were asked to submit articles bringing the descriptions of their programs up to date. Selected additional systems were invited to send material on their programs of compensatory education. Forty-four school systems are represented in this publication.

19. "Education for Socially Disadvantaged Children". Review of Educational Research, Vol. XXXV, No. 5, December 1965.

This issue includes five separate articles which provide considerable insight into ways in which socially disadvantaged children differ from their more privileged counterparts and into the types of evaluation of and remedial approaches to problems of the disadvantaged. Subjects include: Characteristics, Language Development, Psychoeducational Appraisal, Learning Disabilities and Remediation, and Programs and Practices in Compensatory Education.

20. Ferguson, Robert H. Unemployment: Its Scope, Measurement and Effect on Poverty. New York: New York State School of Industrial and Labor Relations, Cornell University, 1965.

In such chapters as "Does Everyone Need a Job?", "The Specter at the Banquet," and "Economic Opportunity for All," the author discusses the dimensions of poverty and its remedies.

21. Flanders, Ned A. Teachers Influence, Pupil Attitudes and Achievement. Washington, D.C.: U. S. Department of Health, Education and Welfare, 1965.

This study concerns the degree to which students' attitudes affect their subsequent achievement and the influence of different teaching methods on the development of such attitudes. Data are furnished which should prove valuable to those wrestling with problems of teachers preparation, in-service training, supervision, and evaluation. Pertinent information is also provided for teachers interested in self-evaluation and in the development of the social skills of competent classroom management.

22. Ford Foundation. The Society of the Streets. New York: 1962.

The pamphlet describes some of the Foundation's projects -- the ideas they represent, the people enlisted, and the youth toward whom the whole effort is directed.

23. Ford Foundation. Stirrings in the Big Citiės Project. New York: 1962.

A brief description of the program planned to alleviate big city school problems. Cities represented are Chicago, Philadelphia, Detroit, Pittsburgh, and Cleveland. Ford Foundation grants subsidized the program.

24. Fox, David J. "Issue in Evaluating Programs for Disadvantaged Children," The Urban Review. New York: Center for Urban Education. December, 1967.

The author takes a critical look at some of the issues involved in evaluating programs for disadvantaged children. He also discusses the necessity for clearly defined and clearly specified theoretical and operational definitions in doing research or developing programs for evaluation.

25. Frost, Joe L., and Glenn R. Hawkes. The Disadvantaged Child. New York: Houghton-Mifflin Co., 1966.

This book is an organized compilation of representative literature relating to the characteristics and education of children from disadvantaged or culturally deprived homes. These articles have been gathered from many sources. Teachers, school administrators, and others will find this publication to be one of the most comprehensive sources of valid information concerning the disadvantaged child.

26. Gordon, Edmund W., and Doxey A. Wilkerson. Compensatory Education for the Disadvantaged. Princeton, New Jersey: College Entrance Examination Board, 1966.

In addition to identifying the disadvantaged of all races and national origins and describing programs, the authors discuss such vital subjects as recruitment, preparation and inservice training of teachers; curriculum innovations; guidance and counseling services and the role of parents and the community. The final chapter is a searching critique of the entire field of education for the disadvantaged. This volume also includes a comprehensive "education", containing city-by-city, area-by-area outlines of past and present programs.

27. Goldberg, Gertrude S. Job and Career Development for the Poor -- The Human Services. New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, September, 1966.

This paper describes the new-careers plan in which persons lacking the requisites for professional status in health, education and welfare organizations have been employed in meaningful rather than menial services roles.
Some of the early experiments utilizing nonprofessionals have been in education where teacher aides and school-community coordinators were employed in slum schools; school-community relations, program planning and the teaching of home-management skills.
When employed to make programs more compatible with the disadvantaged, non-professional in a variety of innovating programs appeared to make a positive, in some instances unique, contribution to human services.

28. Haggard, E. A. "Social Status and Intelligence: An Experimental Study of Certain Cultural Determinants of Measured Intelligence." Genetic Psychological Monographs 49. 1954.

The purpose of the experiment was to investigate the influence of 5 variables on intelligence test performance under control conditions and the findings justified by 13 statements as to the results. A total of 671 children took part, subdivided into 28 sub-groups of about equal size.

29. Hamlin, Ruth, Rose Mukerji and Margaret Yonemura. Schools for Young Disadvantaged Children. New York: Teachers College Press, Columbia University, 1967.

The pattern of emotional and socio-economic deprivation and its effect on the child's ability to learn are closely examined by the authors. Many helpful suggestions are given which will be of value to those who work with disadvantaged children in school.

30. Harrington, Michael. The Other America: Poverty in the United States. New York: MacMillan, 1964.

A descriptive analysis of America's poor: the aged, the unskilled worker, the minorities. Provides valuable background information for the classroom teacher.

31. Hauser, Philip M. Handbook for Social Research in Urban Areas. Paris: UNESCO Technology and Society Series, 1965.

This report is addressed especially to social scientists to provide effective help in designing and conducting research into urban problems.

32. Havighurst, Robert J. et al. Growing Up in River City. New York: John Wiley and Sons, Inc., 1962.

An account of the growing up of an age group in "River City", a midwestern city of 45,000. It presents the results of a research study carried on by a group of social scientists from the University of Chicago during the years 1951 to 1960.

33. Hickerson, Nathaniel. Education for Alienation. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

The author feels there is an enormous waste of human resources in our country. In this book, he endeavors to show that schools are a significant causal factor of this waste, citing several proposals for reforming education. He is also somewhat heartened by the recent interest in utilizing all available human talent.

34. Hollingshead, August B. Elmtown's Youth: The Impact of Social Classes on Adolescents. New York: John Wiley and Sons, Inc., 1949.

An analysis of the way the social system of a Middle Western Corn Belt Community organizes and controls the social behavior of high school aged adolescents reared in it.

35. Hunicutt, C. W., ed. Urban Education and Cultural Deprivation. Syracuse, New York: University Division of Summer Sessions, Syracuse University, 1964.

A collection of papers by a variety of specialists, presented at a two-day conference, titled the same as the book. "Can it be Done?" "Disadvantaged - and What Else," and "Teachers of the Poor: A Five-Point Plan" are a few of the titles included.

36. Hutchins, Francis S. "A College's Work with Rural Disadvantaged Students." The Search for Talent. Princeton, New Jersey: College Entrance Examination Board, 1960.

A study of Kentucky's Berea College: the academic, economic and occupational data on its student population and a discussion of its practices and philosophy.

37. Irelan, Lola M. Low Income Life Styles. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1966.

This publication is based upon a review of the most recent and pertinent studies relating to low income life styles. Attention is focused on family organization, children's preparation for school, health care and economic behavior. Clearly, economic deprivation is a fundamental limitation which permeates all of life. However, the total picture of poverty is not here, only a limited account of its results in a few of the more vital areas of living.

38. Keller, Suzanne. The American Lower Class Family. Albany, New York: New York State Division of Youth, 1965.

A survey and summarization of available sociological knowledge about lower class family life in the present-day United States. Includes information on the characteristics, types, cultural values, family life and special problems of the lower class family.

39. Keppel, Francis. The Necessary Revolution in American Education. New York: Harper and Row, 1966.

The Necessary Revolution is related to the equality of opportunity. Major topics covered include inequality based on race and class, human resources and national interests, capacity of the states in a national educational policy and equality in education as related to teachers, curriculum, research development, the instruments of learning and the need for leadership. Also included are Presidential messages to Congress on education from Presidents Kennedy and Johnson.

40. Landers, Jacob. Higher Horizons Progress Report. Brooklyn, New York: Board of Education of the City of New York, January, 1963.

The problems tackled in Higher Horizons are nationwide -- waste of potential among the disadvantaged, depressed achievement, and large numbers of dropouts. In this report, the outlines of the Higher Horizons program are reviewed and discussed, while major attention is focused on the activities and the rationale behind them. Efforts are also made to indicate broad patterns, generalizations or conclusions which might be of value to others struggling with similar problems.

41. Lewis, Gertrude M., and Esther Murow. Educating Disadvantaged Children in the Elementary School. An Annotated Bibliography. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, 1966.

This annotated bibliography presents the views of writers currently concerned with many aspects of educating the disadvantaged. Includes books and articles which appeared principally between January 1960 and June, 1965, and is designed especially for educational leaders at state and local levels who are providing programs for disadvantaged children. The Education Index was used as a basic guide and was supplemented by extensive perusal of source material.

42. Library of Congress. A Guide to the Study of the United States of America. Washington, D. C.: General Reference and Bibliography Division.

This 1,193 page volume, an annotated bibliography, contains a section on minorities, one on Negroes and one on slavery, the Civil Way and Reconstruction. It lists representative books reflecting the development of American life and thought.

43. Loretan, Joseph O., and Shelley Umans. Teaching the Disadvantaged. New York: Teachers College Press, Columbia University, 1966.

Written by school people for school people, with many new ideas and programs for teaching disadvantaged children, the book is based on the theory that disadvantaged children often have intellectual capacities far greater than they are given credit for.

44. National Education Association. American Education and the Search for Equal Opportunity. A report of the Educational Policies Commission. Washington, D. C., 1965.

Describes a striking characteristic of the human condition -- the discrepancy between aspiration and opportunity. Includes information regarding the background of the problem, ways and means of overcoming the problem, and defacto segregation as a special problem.

45. National Education Association. "Educational Leadership." Journal of the Association for Supervision and Curriculum Development. Washington, D. C., February, 1963.

The entire issue is devoted to the educational problems of disadvantaged youth. Includes, among others, titles such as, "If Johnny Doesn't Care," "Guidance for the Disaffected," and "The School's Job With the Disaffected."

46. Nation's Schools, Volume 78, Number 5, November, 1966.

In this issue, various articles deal with desegregation, riot control in schools, opinion polls, plant operation, school lunch, school modernization, and audiovisual management. Also included are articles dealing with a school bus symposium; mediation board operations; Reagan High (Austin, Texas), school of the year; and the negotiating dilemma of superintendents. These discussions should provide much valuable information for people involved with the improvement of the disadvantaged.

47. Nebo, John C., ed. Administration of School Social Work. Albany, New York: National Association of Social Workers, 1960.

The materials included were derived from a workshop on school social work administration held at Lake Forest, Illinois, July, 1958. Defines school social work and relates the responsibilities of school administrators to school social work programs.

48. Office of Economic Opportunity. Dimensions of Poverty in 1964. Washington, D. C., 1965.

In this booklet, articles covering Community Action Programs, poverty in 1959-1960 by county and state, poverty in the United States, Census Bureau reports of poverty statistics, a new look at the war on poverty, and a definition of poverty are included.
These discussions and reports should add new insights on the need for more and varied approaches to the education of the disadvantaged.

49. Office of Economic Opportunity. Guidelines: Upward Bound. Washington, D. C., October, 1966.

Upward Bound is a pre-college preparatory program designed to generate the skills and motivations necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary-school preparation. It acts to remedy poor academic preparation and personal motivation in secondary school and thus increase a youngster's promise for acceptance and success in a college environment.

50. O'Hara, James M. "Disadvantaged Newcomers to the City." NEA Journal, 52 April, 1963.

The mass exodus, in recent years, of rural families to cities has resulted in many problems which are brought to light in this article. Not only are problems highlighted, but also remedies are suggested.

51. Ornstein, Allan C. "Teaching the Disadvantaged." National Forum, Vol. 31. 1966-67.

The article considers the effective procedures which guide work in the classroom with the disadvantaged child. Three areas are explained: 1. attitude; 2. classroom management; and 3. preventive disciplines.

52. Passow, A. Harry, ed. Education in Depressed Areas. New York: Teachers College Press, Columbia University, 1963.

Editor Passow has gathered together a collection of fifteen papers, each written by a specialist in his field and thirteen of which were produced originally as part of the work conference on Curriculum and Teaching in Depressed Urban Areas held at Teachers College, Columbia University, in July 1962. A secondary consideration is the fact that many rural and small town areas, because of existing conditions, foster cultural deprivation.

53. Passow, A. Harry, Miriam Goldberg and Abraham J. Tannenbaum. Education of the Disadvantaged - A Book of Readings. New York: Holt, Reinhardt and Winston, 1967.

These articles, developed through research, concentrate their attention on the culturally disadvantaged child and his special educational difficulties. Teaching techniques, strategies and devices proving effective in special education are some of the areas covered.
Import conclusions drawn indicate that children progress very well when teachers ignore their I. Q. scores and proceed as if these disadvantaged had superior ability, that more direct language and speech pattern instruction is needed, that reading skills are highly important to the disadvantaged and that the learning situation should provide for a positive approach.

54. Report of the National Advisory Commission on Civil Disorders. Washington, D. C. March 1968.

The so-called Koerner Report, after the chairman of the Presidential Commission appointed to investigate the racial disorders of the summer of 1967. The Commission attempted to answer the questions What happened? Why did it happen? What can be done to prevent it from happening again? The basic conclusion is that the nation is moving toward two societies, one black, one white - separate and unequal. Recommendations are made toward preventing that drift away from national unity.

55. Research Council of the Great Cities Program for School Improvement. *Promising Practices from the Projects for Culturally Deprived*. Chicago, Illinois, April, 1964.

All the promising practices which are explained in this bulletin are to some degree compensations for disadvantaged youth. Too often, the adding on of services and monies builds a wall around the teacher and stifles initiative and resourcefulness. An inherent caution is that promising practices not become institutionalized and an inhibiting force to the development of future innovations.

56. Riese, Bertha. *Heal the Hurt Child*. Chicago, Illinois: University of Chicago Press, 1962.

For the "untreatable" children found in every city, this book suggests an unusual program for treating destitute, despairing, and emotionally inhibited children which merits some consideration.

57. Riessman, Frank. *The Culturally Deprived Child*. New York: Harper and Brothers, 1962.

This book is a valuable guide for teachers, social workers and others concerned with helping the culturally deprived child. It points out that educational neglect of children who most need help has bred one of the nation's most critical social problems. The author analyzes this unhappy situation and challenges a public school system attuned to conventional middle-class culture to adapt its programs to include children who come to school with a warped anti-intellectual resistance to formal education. This book gives a frank assessment of a grave yet little explored problem and concrete proposals for correction.

58. Riessman, Frank, Jerome Cohen and Arthur Pearl, eds. *Mental Health of the Poor*. New York: The Free Press, 1964.

These well-known writers offer new approaches for treating mental illness among low-income people. Commonly held beliefs are reevaluated, and new ideas are offered for rehabilitating criminals, drug addicts, and delinquents.

59. Riessman, Frank and Arthur Pearl. *New Careers for the Poor*. New York: The Free Press, 1966.

This book proposes procedures to reduce the great surplus of low-skilled workers co-existing with skilled workers. It suggested a program of hiring the poor to help the poor. The basic idea is to develop four to six million meaningful positions -- not merely jobs -- for the poor in the helping professions, such as social work, teaching, recreation and health services.

60. Roberts, Joan. School Children in the Urban Slum. New York: Hunter College, 1965.

This book is produced through Project True (Teacher Resource of Urban Education) under the United States Office of Juvenile Delinquency and Youth Development. It is an effort to apply social scientific findings to urban education. This edition, for teachers or teachers in training in our urban centers, tells of the plight of children who live in the slums of our big cities.

61. Rockefeller Foundation. The Long Road to College: A Summer of Opportunity. New York: Spring, 1965.

A special report describing how potentially talented high school students from backgrounds that ordinarily offer little hope for college can be prepared for the best in higher education. Youngsters on the campus of Princeton, and others like them at Dartmouth and Overlin, became part of an experiment that sought to answer a question vital to social and economic progress in our country.

62. Roney, Ruth Anne. The Doubleday Guide to Federal Aid Programs, 1978-68. Garden City, New York: Doubleday Co., Inc. 1967.

Intended for teachers, librarians, supervisors, etc., this book is a reference guide to the aid programs which provide federal funds to be used to strengthen elementary and secondary schools and school libraries.

63. Sandford, C. T. "Class Influences in Higher Education." British Journal of Educational Psychology 35. June, 1965.

Much technical language and several statistical tables are included in this report. One important conclusion is that many backward children are "underestimated" in that they are capable of performing many skills, provided little or no reading and writing are required.

64. "Schoolman's Guide to Federal Aid, Part II." School Management. December, 1965.

How to cut through the complexities of Title I, ESEA, to get projects off and running. A description of twenty-four projects is included.

65. "Schoolman's Guide to Federal Aid, Part III." School Management. 1966.

An interview with U. S. Commissioner of Education, Harold Howe II, on progress, problems, project evaluation and other matters of particular importance in developing programs for disadvantaged students under Title I, ESEA.

66. Schoor, Alvin L. Poor Kids: A Report on Children in Poverty. New York: Basic Books, Inc. 1966.

This is a frank examination of the distressing situation of those children, almost fourteen million under fifteen years old, who live in poverty in the United States. The book describes a variety of income maintenance programs proposed as remedies if these "poor kids" are to be helped.

67. Sexton, Patricia C. Education and Income. New York: Viking Press, 1961.

This book presents the results of a study of a mid-western industrial city. The author indicates that it is practically impossible for culturally deprived children to compete on equal terms with culturally privileged children.

68. Shriver, Sargent. Poverty. New York: Americana Corporation, 1965.

This booklet reviews the history of poverty, citing the general problems facing the poor and discussing a few specific ones. The publication also lists President Johnson's poverty program objectives, which are to provide the young with an opportunity to learn, to give the poor the opportunity to live in decency and dignity, to move against forces which endanger the well-being of our country and to gain total victory over poverty.

69. Smith, Donald C. Compensatory Education and School Psychology. Columbus, Ohio: Journal of School Psychology, Inc., 1965.

This issue of the journal covers the areas of a pre-school project involving Negro children in Mississippi, the problem of evaluating compensatory educational programs, effective methods of teaching the disadvantaged and the hypotheses which account for the decline in the measured rate of intelligence and achievement of children from low socioeconomic conditions. It is clearly indicated in this work that male aides appeal in a very effective and productive way to disadvantaged children, that food is a universally overlooked instructional material, that actively involved children progress far more than those passively involved, and that instructional methods for instructing disadvantaged should vary a great deal from those involving children from ordinary homes.

70. State University of New York atBuffalo. Urban Education. Vol. I, No. 4. Buffalo, New York: 1965.

Describes racial issues confronting large school administrators; provides a survey of research on the characteristics of children from low-income backgrounds; reports expressed motives of their teachers; includes pertinent book reviews.

71. Strom, Robert D. Teaching in the Slum School. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.

Examines expanding roles of inner-city schools, preparation and recruitment of teachers, supportive school staff and classroom instruction. Author expresses view that future prospects lie in boards of education, teacher training institutes, local teachers' associations, N. E. A., and community effort.

72. U. S. Department of Health, Education and Welfare. Application for Federal Assistance for the Education of Children from Low-Income Families. Washington, D.C.: Office of Education, 1966.

Contains information and directives to assist educational agencies in preparing Title I, ESEA, project applications.

73. U. S. Department of Health, Education and Welfare. Contemporary Issues in American Education. Washington, D.C.: Office of Education, 1965. Consultants' papers prepared for use at the White House Conference on Education, July 20-21, 1965.

A collection of consultants' papers presenting a variety of views on the major problems confronting our schools and colleges.

74. U. S. Department of Health, Education and Welfare. Education of the Disadvantaged. Washington, D.C.: Office of Education, 1966.

A bibliography issued by the Educational Materials Center of the U. S. Office of Education on recent books about the education of children of poverty, cultural deprivation, or other handicaps. Three categories are included: Professional Resources, Elementary and Secondary School Textbooks, and Children's Literature.

75. U. S. Department of Health, Education and Welfare. Growing Up Poor. Administration Publication No. 13. Washington, D.C.: Division of Research, 1966.

An overview, addressed to a professional audience, intended to stimulate deeper understanding of some of the human problems associated with poverty. An allied purpose is to provoke further creative thinking about what kinds of action programs might be developed to help poor people leave their conditions of deprivation and despair.

76. U. S. Department of Health, Education and Welfare. National Conference on Education of the Disadvantaged. Washington, D.C.: Office of Education, 1966.

The conference was convened for the purpose of providing a working environment for exchanging ideas and exploring new methods of educating impoverished children. It also concerned itself with problems discussed in the report of the National Advisory Council on Education of the Disadvantaged. To ensure benefits for the disadvantaged in the future, Commissioner Howe and President Johnson plan to make this meeting the forerunner of a series of similar conferences in each state.

77. University of the State of New York. Expanding Opportunity for Higher Education. Albany, New York: Division of Higher Education, The State Education Department, 1965.

The conclusions reached by the participants at the May, 1965, Albany Conference on Problems of Identification and Admission to College of Culturally Disadvantaged Youth should be of interest to all concerned with this significant issue. The report consists of working guidelines and procedures to accelerate the rate at which culturally disadvantaged youth may gain admission to college.

78. University of the State of New York. Preliminary Guidelines for the Elementary and Secondary Education Act of 1965. Albany, New York: The State Education Department, 1965.

This document is intended to help public schools plan, in cooperation with others, for the best use of funds available under terms of the Elementary and Secondary Education Act of 1965. This guideline contains program suggestions, administrative procedures, the names of Department staff who can help, and legal opinions which will govern the methods by which local plans are carried out.

79. University of the State of New York. "The Educationally Disadvantaged Pupil." Highlights, Volume XV, No. 2. Albany, New York: The State Education Department, Bureau of Guidance, October, 1964.

The theme of this issue is the educationally disadvantaged pupil. It is an attempt to keep Highlights readers attuned to the problem and active in combatting it by focusing on latest developments, recent publications, current practices, and audio-visual aids directed toward improving the school performance of these boys and girls.

80. Wellington, C. Burleigh, and Jean Wellington. Challenges and Guidelines. Chicago: Rand McNally and Co., 1965.

Parents of underachievers, as well as teachers, guidance personnel, research coordinators, psychologists, and administrators, should benefit from reading this book, which is a study of existing research on underachievement.

THE HANDICAPPED CHILD

1. Allied Education Council. Instruction Materials for Children with Learning Disorders. Galien, Michigan: Allied Education Council, 1966.
   Teachers of special classes for children with severe learning disorders will find helpful the Fitzhugh PLUS Program which is concerned with the strengthening of perceptual skills. The materials, in the form of workbooks, are designed to help overcome learning defects in two main areas: impaired ability to comprehend and deal with spatial and time sequence problems: and impaired ability to learn, understand and develop skill in handling language symbols and numbers. The complete set of materials consists of a Spatial Organization Series (Three workbooks), and the Language and Number Series (Five workbooks) which includes a teacher's manual and a self-scoring system for the student. An additional source of helpful materials for children with severe learning disabilities is available from Teaching Aids, 159 West Kinaie Street, Chicago, Illinois. Its catalogue lists a number of unique teaching aids developed under the Montessori philosophy.

2. Baker, Harry. Introduction to Exceptional Children. New York: The Macmillan Co., 1953.
   In this book an attempt has been made to introduce and outline a few of the main problems of exceptional children. All efforts must be directed toward unification of a program for all of the exceptional, no matter what their afflictions may be. The aims of economic efficiency and civic responsibility likewise will not be realized unless optimum programs, both educational and vocational, are available.

3. Barry, H. The Young Aphasic Child. Washington, D.C.: Volta Bureau, 1961.
   The purpose of this book is to help guide teachers who are new in the work of educating children with communication disorders. The teacher is described as often being directly responsible for diagnosing and developing methods to educate these children. Methodology techniques, materials and much practical information acquired by the author is presented as an effort to aid new teachers in this special area of special education.

4. Baumgartner, Bernice B. Guiding the Retarded Child: An Approach to a Total Educational Program. New York: John Day Company, Inc., 1965.
   This book represents a comprehensive approach to a total program for the retarded child of living and learning at home, school, and work. It is a distinct contribution to the literature in the special education field.

5. Black, Martha E. Speech Correction in the Schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.
   Includes chapters on program organization, records and reports, facilities and equipment, community resources, therapy techniques and others.

6. Board of Education of the City of New York. The Emotionally Disturbed Child - A Bibliography. 1962.

   The bibliography is designed to assist teachers, supervisors, teacher-education personnel, curriculum planners, administrators and guidance personnel in the development and implementation of sound educational programs for the emotionally disturbed children in the public school population. It attempts, therefore, to explore the literature to determine current authoritative thought and practice related to
   - the characteristics of emotionally disturbed children;
   - the relationship of emotional disturbance on curriculum design, materials and methods; and
   - types of programs which have been undertaken to provide an education for emotionally disturbed children here and in various parts of the country.

7. Carlson, Bernice Wells, and David R. Ginglend. Play Activities for the Retarded Child. Nashville, Tennessee: Abingdon Press, 1961.

   Activities are classified on the basis of developmental areas such as social, physical, language and intellectual.

8. Council for Exceptional Children. Exceptional Children. Washington, D.C.: National Education Association.

   The entire December 1964 issue is devoted to learning disabilities, a rapidly developing concern in special education. A series of selected papers by several specialists in the field of learning disorders clarifies many issues and provides a more logical and systematic approach to both theory and practice.

9. Cowan, J. C., and G. D. Demons. The Guidance of Exceptional Children. New York: McKay, 1965.

   This book includes chapters on emotionally disturbed, mentally retarded, blind, deaf, speech handicapped and other children.

10. Cruickshank, W. M., F. A. Bontzen, F. H. Ratzebury, and M. T. Tannhauser. A Teaching Method for Brain Injured and Hyperactive Children. Syracuse, New York: Syracuse University Press, 1961.

    A study of teaching methods involving hyperactive, aggressive children, including children classified as brain-injured and those having learning and behavior disorders without brain-injury.

11. Cruickshank, William, ed. The Teacher of Brain-Injured Children. Syracuse, New York: Syracuse University Press, 1966.

    This book emphasizes the need for qualified teachers of brain-injured children. The basis of competency for these teachers is to be found in an interlinking of information which stems from a wide variety of disciplines. Education is one of these disciplines. There are specific areas of competency and general areas which teacher preparation programs could utilize as a basis from which the teacher education program can and must take form.

12. Daniels, Arthur S., and Evelyn A. Davies. *Adapted Physical Education*. New York: Harper and Row, 1965.
Presents physical education activities to meet the needs of handicapped or physically unfit pupils who frequently come from economically deprived homes.

13. Davis, H., and S. R. Silverman. *Hearing and Deafness*. New York: Holt, Rinehart and Winston, Inc., 1960.
This book is presented as a guide to laymen and presents a comprehensive picture of all aspects of hearing impairment. The social and economical problems as well as the education and psychology of hearing handicapped individuals are presented so as to enable laymen to understand hearing and the problems of its loss.

14. DiCarlo, Louis M. *The Deaf*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
This book is concerned with the communication problem of the deaf. It contains a brief history of the education of the deaf as well as a section on the language needs so vital in their education. The author devotes a section on the speech production of the deaf. This book should be a valuable reference to teachers of the deaf and to others interested in the education of deaf children.

15. Egg, Maria. *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children, Giving Practical Suggestions on Their Education and Training*. New York: The John Day Company, Inc., 1965.
Dr. Egg's detailed description of specific ways in which parents can help the mentally retarded child develop at his own pace and according to his own needs will be useful to many who feel they are facing the problem alone.

16. Ellis, N. R., ed. *Handbook of Mental Deficiency*. New York: McGraw-Hill, 1963.
This book presents theoretical approaches to the study of mental retardation and evaluates behavioral research and theory in this field.

17. Featherstone, William B. *Teaching the Slow Learner*. New York: Teachers College Press, Teachers College, Columbia University, 1949.
Presents a direct, simple procedure for attacking the problem of educating the slow learner.

18. Frostig, Marianne, and David Horne. *Frostig Program for the Development of Visual Perception*. Chicago, Illinois: Follett Publishing Co., 1964.
A step-by-step training program in visual perception designed to improve the child's ability to read.

19. Garten, Malinda Dean. *Teaching the Educable Mentally Retarded - Practical Methods*. Springfield, Illinois: Charles C. Thomas, 1961.
Mrs. Garton describes characteristics of these children, objectives for their education, curriculum suggestions and methods for carrying out the suggestions. The inexperienced will find here a practical daily guide.

20. Grossman, Herbert. Teaching the Emotionally Disturbed Child: A Casework. New York: Holt, Rinehart, and Winston, Inc. 1965.

Increasing interest in programming for emotionally disturbed children is of particular concern in New York State because of the recent mandatory legislation. The book deals with case studies and a description of the educational facilities at Hawthorne Cedar Knolls School in Westchester County.

21. Gruber, Kathern F., and Moor, Pauline. No Place To Go. New York: American Foundation for the Blind, 1963.

This publication is a survey of the thinking of administrators of severely disturbed blind children. It is felt that continued research will indicate the educational placement of these children.

22. Harris, Grace Margaret, M.A. Early Guidance of Hearing Impaired Children. Hamilton, Ontario, Canada: Hamilton District. Association for Deaf and Hard of Hearing. 1964. Mimeographed.

Much of the information comes under the heading "Talks with Parents" and consists of an accumulation of answers to questions asked by parents of the deaf, students and teachers in training, and professional staff in related fields over a period of almost 20 years.

23. Heck, Arch O. The Education of Exceptional Children. New York: McGraw-Hill Co., 1953.

Sets forth the challenges educators face in caring for and educating these children; the basic principles to be observed in their education; the practical problems to be encountered.

24. Hellmuth, Jerome. ed. The Special Child in Century 21. Seattle, Washington: Special Child Publications, 1964.

The contributors to this volume are distinguished authorities in the fields of medicine, psychology and special education. The papers are addressed primarily to practitioners in these fields who are interested in the diagnosis, treatment, training and education of the child with mental retardation, neurological impairment and special learning disabilities.

25. Highfield, Miriam E. The Education of Backward Children. London: George Harrap and Co., Ltd., 1952.

Presents the results of three years of experimentation in the organization of work in schools with dull and educationally retarded children.

26. Ingram, Christine P. Education of the Slow Learning Child. New York: The Ronald Press Co., 1960.

Written with the hope that the school administrator, the supervisor, and particularly the teacher who faces the problem of the slow-learning child, may find help in solving their problems.

27. Inskeep, A. D. *Teaching Dull and Retarded Children*. New York: Macmillan Co., 1938.
For teachers of dull and mentally retarded children. Also helpful to those who instruct culturally deprived children. Is concerned with the objectives that should be kept in mind when planning school work for dull and retarded children.

28. Katz, Alfred H. *Parents of the Handicapped*. Self Organized Parents' and Relatives' Groups for Treatment of Ill and Handicapped Children. Springfield, Illinois: Charles C. Thomas, 1961.
Represents the first systematic study of "self-organized" groups of parents and relatives, which in the last decade have become one of the most prominent features of health and welfare scenes in the U.S.

29. Kirk, Samuel A. *Teaching Reading to Slow-Learning Children*. Boston, Mass.: Houghton Mifflin Co., 1940.
Gives the teacher an insight into the reading problems of the mentally retarded child and the dull-normal child. This book will fill a definite need for teachers who wish to help their slow-learning pupils.

30. Levinson, Abraham Dr. *The Mentally Retarded Child*. Rev. ed. New York: The John Day Company, Inc., 1965.
This new edition combines Dr. Levinson's own sound advice to parents with the latest materials on research, education, and the development of clinics and parents' organizations.

31. Loewy, Herta. *The Retarded Child*. London: Staples Press, 1949.
Presents successful methods used by the author in teaching retarded children. Emphasizes individual approach. Stresses the need for sensitivity to the unique problems of these children.

32. Mackie, Romaine P. "Opportunities for Education of Handicapped Under Title I." *Journal of Exceptional Children*. May, 1965.
This article explains how, under Title I, ESEA, generous provision has been made to extend and improve programs for the education of handicapped children.

33. Molloy, Julia S. *Teaching the Retarded Child to Talk: A Guide for Parents and Teachers*. New York: The John Day Company, Inc., 1965.
This book's purpose is to help parents and also teachers of very young retarded children who have not yet started to talk or who talk poorly. Listing causes of speech difficulty, it describes speech and the normal process of learning it and sets forth the successive steps to be followed in developing speech.

34. Ode, L. K. *Meeting the Needs of the Mentally Retarded*. Harrisburg, Pennsylvania: Department of Public Instruction, 1939.
Suggests classroom practices for mentally retarded children placed in special classes. Evaluates techniques and devices that are helpful to teachers of these classes.

35. O'Neill, J. J., and J. H. Oyer. Visual Communication for the Hard of Hearing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1961.

The book is concerned with the testing, diagnosis and rehabilitation of the hard of hearing. Descriptions of diseases and kinds of hearing loss are explained. Equipment and types of tests used for evaluation are explained, with a discussion of teaching procedures used.

36. Rothstein, Jerome H. Mental Retardation: Reading and Resources. New York: Holt, Rinehart and Winston, Inc., 1961.

An encyclopedia source highlighting new approaches and research and presenting completely a comprehensive background and reference materials.

37. Siegel, Ernest. Helping the Brain-Injured Child. New York: New York Association for Brain-Injured Children, 1965.

The book explains the general principles for educating the brain-injured child and describes over sixty specific teaching devices.

38. Siegel, Irwin. Posture in the Blind. New York: American Foundation for the Blind, 1966.

This book examines the problem of posture in the blind, particularly as it relates to appearance and mobility.

39. Slaughter, Stella S. The Educable Mentally Retarded Child and His Teachers. Philadelphia, Pennsylvania: F. A. Davis Company, 1960.

In this book, the author, an accomplished worker in the field of the mentally retarded, makes another noteworthy contribution to the field with stimulating materials in the form of a textbook and a guide to teachers and prospective teachers.

40. Stevens, Harvey A. Mental Retardation: A Review of Research. Chicago, Illinois: The University of Chicago Press, 1964.

A comprehensive review of current research, bringing important work from all the major scientific disciplines into focus in a single volume. This volume will serve for many years as an authoritative reference work in teaching, research and therapy.

41. University of the State of New York. The Training and Supervision of Teachers for Emotionally Disturbed Children. Albany, New York: The State Education Department, 1966.

In March 1961, a work group was convened to discuss the preparation of teachers for emotionally disturbed children. The following year, a committee outlined the scope of a report that appears here in final form. The object of this pamphlet is to provide practical assistance to schools and colleges. The content is focused on attainable steps which may be taken at present.

42. Witty, Paul A. The Educationally Retarded and Disadvantaged. Chicago, Illinois: National Society for the Study of Education, 1967.

Several chapters in this book describe and discuss current programs for "educationally retarded" and "disadvantaged" students in a number of cities and in other countries. The programs described encompass the pre-school through adult levels and include those designed for the "drop-out." Consideration is also given to administrative problems and to teacher education.

INTER-GROUP RELATIONS

1. Bloom, Benjamin S., Allison Davis and Robert Hess. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, Inc., 1965.
   Based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation, held at the University of Chicago on June 8-12, 1964. Special areas of interest are the reports on basic needs, early experience, the elementary school, the special case of Negro students, and adolescent children.

2. Board of Education of the City of New York. The Negro in American History. Albany, New York: University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, 1965.
   An authoritative text and bibliography intended to redress the racial imbalance of some texts used in teaching American history so as to give a broader and more factual statement on the Negro's role.

3. Bortz, Howard. Negro Social and Political Thought: 1850-1920. New York: Basic Books, 1966.
   What thoughtful Negroes between 1850 and 1920 felt about their future in this country. Included are significant writings by Frederick Douglas, Booker T. Washington, and W. E. DuBois.

4. Clark, Kenneth B. Dark Ghetto. New York: Harper and Row, 1965.
   This book exposes the concern of urban society - the Negro Ghetto community - with unrelenting truthfulness. It also assesses the strengths and weaknesses of various civil rights strategies and those of various Negro leaders. The last section of the book shows the author's depth of understanding for the problems involved from both a Negro and white viewpoint.

5. Clark, Kenneth B. Prejudice and Your Child. Boston, Massachusetts: Beacon Press, 1963.
   This book presents an open and frank analysis of the reasons for prejudice in a child. Schools can help primarily by desegregating and then by breaking down the subtle discrimination practiced in non-segregated schools on the part of the educators themselves. A social agency which demonstrates through its own structure genuine interracial activity will be most effective in helping members of minority groups.

6. Conant, James B. Slums and Suburbs. New York: McGraw-Hill Book Co., Inc., 1961.
   Two totally different neighborhoods, the public schools that serve them, and the basic problems that face each are described. Among the wide variety of topics discussed are City Slums and Negro Education, Schools and Jobs in the Big Cities, Problems of Curriculum and Organization and the College-Oriented Suburbs.

7. Dover, Cedric. *American Negro Art*. 3rd. ed. New York: New York Graphic Society, 1965.

    This book traces the American Negro artist from colonial days to the present. An unusually interesting study.

8. Employee Relations Publications. *At Work in Industry Today*. Schenectady, New York: General Electric Company.

    50 case reports on Negroes at work in the General Electric Company: how they earned their jobs in industry...their progress on the job...their hopes and plans for future progress.

9. Franklin, John Hope. *From Slavery to Freedom*. A History of American Negroes. 2nd ed. New York: Alfred A. Knopf, 1956.

    The standard history of the Negro by an eminent historian. Regarded as a judicious and excellent survey text.

10. Frazier, E. Franklin. *Negro in the United States (The)*. New York: Macmillan, 1957.

    A study focusing upon the Negro community and its institutions and its interactions with other elements of American society. The aim of the present work is to study the Negro in a sociological frame of reference with particular emphasis upon the problems of racial and cultural relations in this country as well as in other parts of the world.

11. Froe, Otis D. "Educational Planning for Disadvantaged College Youth." *Journal of Negro Education* 33. Summer, 1964.

    Statistical data on backgrounds of socially different college youth; specific suggestions for educational planning.

12. Gans, Herbert J. *The Urban Villagers: Group and Class in the Life of Italian-Americans*. New York: Free Press, 1965.

    This book is a report of a participant observation study of native-born Americans of Italian parentage who live among other ethnic groups in West End, a Boston neighborhood. The author's interests were twofold: to study a slum and to study the way of life of a low-income population. His conclusions are quite unusual and should be of interest to city planners and to professionals working in kindred areas.

13. Giles, Harry H. *Integrated Classroom (The)*. New York: New York Basic Books, 1959.

    An examination of the background of the current racial conflict in the schools and reports on a 13-state survey made on mixed-class problems. The author also analyzes social attitudes and suggests procedures and teaching aids for dealing with the integrated class.

14. Ginzberg, Eli and others. *Negro Potential (The)*. New York: Columbia University Press, 1956.

    The interacting functions of education, environment, and segregation are discussed in a factual and impartial report on the research of the Conservation of Human Resources Project at Columbia University. The major concern of this monograph is to analyze the problems that must be solved before the Negro can take full advantage of his new and rapidly growing opportunities resulting from the steady reduction of discrimination in employment.

15. Glazer, Nathan and Daniel P. Maynihan. Beyond The Melting Point. Boston, Massachusetts: M. I. T. Press, 1963.

Published under the auspices of the Joint Center for Urban Studies, a cooperative venture of the Massachusetts Institute of Technology and Harvard University, this book is an in-depth treatment of the story of the accommodation of the migrants of the 50's-the Puerto Ricans and Southern Negroes-to life in New York and New York City's reaction to this great influx.

16. Gordon, Edmund W., ed. "Equalizing Educational Opportunity in the Public Schools." IRCD Bulletin. Vol. III, No. 5, New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University. November, 1967.

This article discusses the Coleman Report, the most extensive survey of the U.S. public school in the history of that institution. This survey has produced some valuable data related to the general problem area of equality of educational opportunity. The four principal findings are summarized as follows:

1. The great majority of children in this country attend schools in which most of the students are members of the same ethnic group;
2. Negro children are likely to attend schools which are inferior to those attended by white children;
3. With the exception of pupils of Oriental family background, the average student from the minority groups studied scored distinctly lower at every level than the average white student; and
4. When differences in socioeconomic background factors for pupils are statistically controlled, differences between schools account for only a small fraction of differences in academic achievement.

The report strongly suggests that for the disadvantaged improvements in school quality will make the most difference in achievement.

17. Greene, Mary Frances, and Orletta Ryan. The School Children Growing Up in the Slums. New York: Pantheon, 1965.

An account by two young school teachers who report skillfully on their day-to-day experiences in an East Harlem and a Harlem School. In the second part of the book, the children speak for themselves: how they feel, what their homelife is like, and how they are affected by poverty and prejudice.

18. Henderson, George, "Occupational Aspirations of Poverty-Stricken Negro Students." The Vocational Guidance Quarterly 15. 1966.

This article points out that there are basically two types of aspirations, ideal and real, but that middle-class Negro youths project significantly less difference between ideal and real aspirations. As Negro youths look around them and see others socially like themselves who have "made it," they, too, may tend to become motivated to aspire for higher occupations.

19. Hughes, Langston, and Anna Bontemps, ed. The Poetry of the Negro. New York: Doubleday Co., Inc., 1949.

This book contains a number of poems that are racially distinctive. The Negro in Western civilization has been exposed to overwhelming historical and sociological pressures that are reflected in the verse he has written and inspired.. There are also tributary poems by non-Negroes.

20. Isaacs, Edith J. The Negro in the American Theatre. New York: Theatre Arts Books, 1947.

The Negro's contributions to the American theater are recorded in this book, which includes a number of unusually beautiful photographs.

21. Johnson, James Weldon, ed. American Negro Poetry. rev. ed. New York: Harcourt, Brace and World, Inc., 1931.

The work of forty Negro poets, with critical sketches, is included in this anthology.

22. Jordan, Susan B. "Teaching in the Inner-City School: What it's Really Like." Grade Teacher Vol. 85. No.1. September 1967.

This article emphasizes the fact that teachers have fulfilled their responsibilities to children in the ghetto schools only if they have prepared the children to leave the ghetto and enter the main stream of American life. Teachers must arm the children with the necessary tools to escape the ghetto. The children must be convinced that they are not "bad". They must be shown love. Importantly, they must see themselves achieve, no matter how much or how little. They must sense success.

23. Klopf, Gordon J., and Israel A. Laster. Integrating the Urban School. New York: Columbia University Press, 1963.

In defining the school's role in the total process of integration, the book demonstrates the need for clear policy in all aspects of integration, from school site selection to curriculum planning; emphasizes the need for special training for all who work in intercultural situations; and questions the validity of ability groupings that promote de facto segregation and encourage low educational and vocational goals. The authors suggest sources of funds to cover these and other changes. This book should be helpful to teachers, parents, principals, and all who are concerned with integration.

24. Koblitz, Minnie W. The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten Through Sixth Grade. New York City, New York: The Center for Urban Education, 1967.

This bibliography consists of a list of books that contribute to the understanding and appreciation of the Negro American heritage. It includes annotated listings of over two hundred fifty books, current to September 1, 1966. The books are grouped by subject matter, and the reading levels reflect national norms.

25. Kozol, Jonathan. *Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools*. Boston, Massachusetts: Houghton-Miffin, 1967.

An interesting and highly sensitive work which traces the story of a Boston school teacher who sees the children trapped by the destructive attitudes and policies of their teachers. The author has no doubts about the oppressiveness of the "system."

26. Krugman, Judith I. "Cultural Deprivation and Child Development." *High Points* Vol. 38. November, 1956.

This study indicates that cultural limitations impose serious handicaps on children from deprived backgrounds in all areas of school functioning. These children have the same basic drives for acceptance, recognition and self-respect as all children; but their deficiencies in experience, their differences in motivation, and their family and social difficulties, and often concomitant emotional deprivations, place them at a disadvantage in school. Generalizations concerning the subculture of the lower class are drawn from the information gathered.

27. Kvaraceus, William C. *Negro Self-Concept: Implications For School and Citizenship*. New York: McGraw-Hill, 1965.

A publication composed of position papers by Jean D. Grambs, Bradsbury Seasholes, and William C. Kvaraceus and the reactions of their colleagues to the materials presented. The effects of a color-caste system on the self-concept of the Negro are discussed by the conference participants. The evidence presented indicates that equality of opportunity is a goal, not an accomplished fact. This book is a disturbing scholarly examination of a pressing problem in American society.

28. Kvaraceus, William C. *Poverty, Education and Race Relations: Studies and Proposals*. Boston: Allyn and Bacon, 1967.

The authors seek to add to the understanding of the challenging problem of equality of opportunity in American society. The main theme of the papers comprising this publication is the necessary obligation of educational institutions to help reduce the twin handicaps of poverty and discriminatory race relations. No panaceas are offered but substantive and hopeful strategies are reviewed. Many of the chapters of this book are available as lectures by the authors on videotapes and kinescopes.

29. Lomax, Louis E. *Negro Revolt (The)*. New York: Harper, 1962.

The author believes that the degree to which the question of the American Negro is admitted and resolved will increase the probability of a world free from racial strife. This book represents an American Negro's comprehensive and informed report on his people's mood of militancy, and a searching examination of the reasons for it.

30. Loretan, Joseph O. "Problems in Improving Education for Puerto Ricans in New York." Third Annual Conference for New Yorkers of Puerto Rican Background. *High Points* 45. May, 1963.

This speech by a deputy superintendent of schools in New York City acknowledges the existing problems of Puerto Ricans in the city and outlines plans for continuing to remedy same.

31. McManus, Edgar J. A History of Slavery in New York. Syracuse. New York: Syracuse University Press, 1966.

A moving account of slavery in New York from the importation of Negroes to New Amsterdam by the Dutch in the early sixteen hundreds to their emancipation in the nineteenth century. The author cites the contributions of the Negro to colonial life and discusses the effect of Negro slavery on New York's social, legal, economic and political structure.

32. Meltzer, Milton, and August Meir. Time of Trial, Time of Hope: The Negro in America, 1919-1941. New York: Doubleday Co., Inc., 1966.

A book aimed at promoting an understanding among young people of Negro heritage. The volume begins with the return of the Negro soldier from World War I and ends with the threatened March on Washington in 1941 that culminated in the first Fair Employment Practices Commission.

33. Myrdal, Gunnar. American Dilemma (An). New York: McGraw-Hill, 1944.

This book, written under the auspices of the Carnegie Corporation, is the classic study of the Negro in America. The entire treatise is organized around one single sequence of thought. It proceeds from the American scene at large to the facts and problems of Negro life, to the trends, to the specific policies, and then to their final integration into the structure of national policies.

34. Ornstein, Allan C. "Effective Schools for Disadvantaged Children." Journal of Secondary Education 40 (3). March, 1965.

A teacher in a ghetto school describes his students' plight and recommends an all-day, all-year school, isolating children from their unfavorable environments.

35. Parsons, Talcott. Negro American. Boston, Massachusetts: Houghton-Mifflin, 1966.

This book is intended as "The most comprehensive survey of the problems and status of the Negro in American society since An American Dilemma."

36. Pettigrew, Thomas F. A Profile of The Negro American. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1964.

This book presents some of the approaches and conceptions in in a variety of critical realms - personality, genetics, health, intelligence, crime, and the current protests for change. The volume attempts to understand the Negro-American and to ascertain what happens in his quest for the right to participate fully in American Society with the dollars and dignity of other Americans.

37. Plaut, Richard. "Increasing the Quantity and Quality of Negro Enrollment in College." Harvard Education Review 30. Summer, 1960.

A review and evaluation of the work done by the National Scholarship Service and Fund for Negro Students and others to increase the quantity and quality of Negroes enrolling in college; suggests enlarging NSSFNS type efforts to meet student needs and potential social gain more realistically.

38. Ploski, Harry A. and Roscoe C. Brown, Jr., eds. The Negro Almanac. New York: Bellwether Publishing Co., Inc., 1967.

This almanac studies Negro life in three facets: history, biography and statistics. The history places the Negro in the mainstream of American life; the biography documents the presence of countless important Negroes who have contributed to that mainstream; the statistics present their own graphic picture of the social and economic situation in which most Negroes of today live. The hope is expressed that many teachers will use the book with classes of disadvantaged students, especially those of the Negro, in view of the need to enhance the dignity of their race.

39. Ponder, Eddie G. "Understanding the Language of the Culturally Disadvantaged Child." Problems and Practices In New York City Schools. New York: New York Society For The Experimental Study of Education, 1965.

The oral language of the disadvantaged child is usually on the "vulgar " level which is defined as the lowest level of language. Based upon this statement, the author explores the causes of "vulgar" language development such as environment and the extended family. Other factors considered are: "Should We Try to Change the Language of the Disadvantaged Child?" "Can We Change the Language of the Disadvantaged Child?"

40. Sexton, Patricia C. Spanish Harlem: Anatomy of Poverty. New York Harper and Row, 1965.

The purpose of the book is two-fold. It draws a rather detailed portrait of East Harlem so that the reader can truly see what a slum looks like, and it also seeks to identify problems and solutions in the slum. Many questions are asked; answers to some are given. Worthwhile reading for good insight into big city problems.

41. Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964.

A critical analysis of the relationship between the "Negro" and the "White" problem in America. The author examines this relationship from the introduction of slavery into the U.S. to the present time. Education is seen as a vital social institution that can help restore balance to an unbalanced condition in human relations.

42. Stoff, Sheldon. The Two-Way Street - Guideposts to Peaceful School Desegregation. Indianapolis, Indiana: David-Stewart Publishing Co., 1967.

This book pinpoints the individual and group attitudes and actions that mean the difference between violence and nonviolence in school desegregation. It is a good guidebook, which offers concrete, practical suggestions to educators and members of boards of education, as they face the crises of integration. Some of these proposals are: to set a definite plan and follow it; to ensure that the board of education makes all decisions affecting the schools; that all board decisions be firm and well-thought out, not based on street opinions; that decisions should show loyalty to the social patterns of the community, yet common sense in the face of the inevitable; that publicity should cover only the facts; that all individuals should be treated with respect and dignity, that all students be treated alike; and that the best legal counsel should be available for advice in procedures.

43. U.S. Department of Labor. The Negro Family - The Case for National Action. Washington, D.C.: March, 1965.

This pamphlet points out that the fundamental problem of the Negro is that of family structure: that almost one-fourth of Negro families are headed by females. There are numerous charts, graphs and statistics detailing the breakdown of the Negro family. The pamphlet delves into the roots of the problem, via slavery, through the Reconstruction period, to the present. Such alarming facts as that 1/3 live in broken homes, unemployment is at a catastrophic level, illegitimacy rampant, education inadequate, delinquency multiplying, and crime increasing are all too meaningfully substantiated, substantiating the case for national action.

44. U.S. Department of Labor. Economic Situation of Negroes in the United States (The). Bulletin S-3-Revised. Washington, D.C.: 1962.

A review of the economic situation of Negroes, showing both gain and lag.

45. University of the State of New York. A Bibliography of Recently Published Materials for Teachers Dealing with Intergroup Education. Albany, New York: The State Education Department, Division of Intercultural Relations, 1965.

The categories included in this bibliography are: Basic Texts, Supplementary Texts for the Social Studies, Other Supplementary Materials for Classroom Use, Resource Materials for the Teacher, and Other Bibliographies of Materials for Intergroup Education. Sources, appropriate age levels, and descriptions are included.

46. University of the State of New York. Inter-Group Relations. A Resource Handbook for Elementary School Teachers, Grades K-3. Albany, New York: The State Education Department, 1967.

A handbook designed to provide meaningful learning experiences in human relations in the classroom. It provides ideas and suggestions on how to integrate facts and figures about the cultural groups in America into classroom activity. Variations in skin color can be explained in a science class, family origin can be studied in citizenship education and language arts classes, classes can study the status jobs held by specific minority group members and a picture chart can be made depicting types of jobs held by all groups.

47. University of the State of New York. Inter-Group Relations. A Resource Handbook for Elementary School Teachers, Grades 4,5, and 6. Albany, New York: The State Education Department, 1963.

A handbook designed to present materials elementary teachers can use to supplement what they are already doing in the classroom to develop good intergroup and interpersonal relationships among children of different races. It offers materials and methods for including present-day information about the contributions and the problems of Negroes as part of the day's classwork, when it is pertinent. It is designed to familiarize teachers with the available resources which can be used to supplement the inadequate treatment of minorities in textbooks. It should increase the use of information about the Negro which accurately illustrates his position along with other people who contributed to building America. It also encourages the use of community people as motivating influences.

48. University of the State of New York. Inter-Group Relations. A Resource Handbook for Twelfth Grade Social Studies. Albany, New York: The State Education Department, 1965.

This handbook presents material designed to be integrated into everyday teaching and learning situations in the classroom. So used, it should help the teacher provide students with meaningful information about Negro life. The approach suggested in this publication for integrating the information into normal classroom discussions in the social studies can be applied to other related subjects. The handbook suggests discussion topics, research questions, films, books and other instructional materials which broaden the textbook information about the contributions of minorities.

49. U.S. Commission on Civil Rights. Civil Rights Under Federal Programs. Washington, D.C.: 1966.

A brief but thorough analysis of Title VI of the Civil Rights Act of 1964. This booklet outlines the evolution of our federal policy on civil rights. It lists many of the sub-programs under the 190 federal-aid programs. It gives an illustration of sections 601-605 of Title VI from the Federal Constitution. It gives eight specific examples of federal violations of civil rights and methods to be used to eliminate these specific violations.

50. United States Department of Health, Education and Welfare. American Education. Washington, D.C.: Office of Education. February, 1967.
This publication contains articles depicting Peace Corpsmen coming home to teach, education of Indians, what's new in E.S.E.A. amendments, desegregation guidelines, the International Education Act of 1966, and an interview with a school administrator. In the article regarding innovation in E.S.E.A., it is pointed out that neglected, delinquent, foster, Indian, and migratory children are now covered by Title I, that the formula of distribution of funds among the states has changed so that poorer regions of the country will receive more adequate grants, and that one percent of a school district's grant or $2,000 may be used for Title I project planning.

51. Ward, B.A. Year's Pictorial History of the American Negro. Maplewood, New Jersey: C.S. Hammond Co., 1965.
The photographs and reproductions of early sketches and cartoons do much to tell the story of the struggle of the Negro for freedom and equality. Also included are excerpts from early speeches and writings by and about Negroes. The bibliography, although not extensive, is well selected.

52. Warren, Robert Penn. Who Speaks for the Negro? New York: Random House, 1966.
A record of the author's attempt to investigate the problem of "Who Speaks for the Negro?" It is primarily a transcript of conversations, with settings and commentaries, which make it possible for the reader to see, hear and feel what the author experienced.

53. Welsh, Erwin K. The Negro in the United States: A Research Guide. Bloomington, Indiana: Indiana University Press, 1965.
This book is an excellent research guide prepared to be an encouragement to wider reading and study in Negro history. Included are Titles, with descriptive notes, in science, philosophy, race history, and sociology; civil rights, education, politics, economics and the arts. The appendices list bibliographies, periodicals, and Negro organizations. A list of works cited plus an author and title index are most useful.

54. Wright, Richard. Black Boy. New York: Signet Books, 1963.
Amid a disintegrating family situation, starvation and desperation, a Negro boy's life in the South is documented. A good resource for understanding the oppressiveness of discrimination, poverty, and superstition. It simultaneously indicts an unjust social system and vindicates in a triumphant manner the case of human dignity.

MIGRANT CHILDREN

1. Andrews, Dorothea. "Moppets Who Migrate." Children 1: May-June, 1954.
   An article on the complex social and economic problems of migrants in Florida and the attempts made by state and local authorities to cope with the situation.

2. Blackwood, Paul E. "Migrants in Our Schools." Educational Leadership 14. January, 1957.
   Facts concerning the mobile population in the United States and implications for schools that focus attention on the special problems related to the education of migrant children.

3. Brazziel, William F., Jr. "Portrait of a Young Migrant." School Review LXVI. 1958.
   A look at the conditions surrounding the mass migrations of the Negro high school graduate from the south to the north. It is documented with some statistical data and gives an overall picture of the backgrounds of these migrating young people.

4. California State Department of Education. Report of the Conference on Understanding and Teaching Mexican-American Children and Youth. Sacramento, California: Bureau of Elementary Education. Oxnard, October, 1954.
   Partial list of contents includes Mexican-Americans and the public schools, some contrasts in cultural and social class, and the specific characteristics of second language learning.

5. Edwards, Esther P. "The Children of Migratory Agricultural Workers in the Public Elementary Schools of the United States: Needs and Proposals in the Area of Curriculum." Harvard Educational Review, Vol. 30. Winter, 1960.
   This article projects curriculum objectives for migrant children in three basic areas:
      It should fit them for citizenship as responsible members of their community;
      It should help them to partake in the culture of their nation and their time, sharing as fully as possible in their heritage; and
      It should give them what they need to reach the fullest growth of which they as individuals are capable.
   Education and society will have to give them chances to create and to appreciate, to interact with others and to find that they are important in a group of peers.

6. Frost, Joe L. "School and the Migrant Child," Childhood Education. November, 1964.
   This article reveals that the average degree of retardation for migrant children attending summer school is about three years, ranging from less than one year for six- and seven-year-olds to about five years for sixteen-year-olds. The teacher of migrant children, to be successful, has to practice good human relations: sensitivity and awareness of problems, integration, fairness and understanding. However, the total problem of the migrant family needs to be attacked by local, state and national agencies simultaneously.

7. Governor's Study Commission on Migratory Labor and the Interagency Committee on Migratory Labor. *Migrants in Michigan*. Detroit, Michigan: Division of Employment Security of the Michigan Employment Security Commission. September, 1954.
   A handbook on migratory, seasonal, agricultural workers in Michigan, with sections on educational programs for children and adults.

8. Green, Shirley E. *The Education of Migrant Children*. Washington, D. C.: National Education Association, Department of Rural Education, 1954.
   This is a report of a study concerning enrollment, school attendance, retardation and the effects of migrancy on migrant children. Problems encountered by teachers and school administrators are also explored.

9. Haney, George E. *A School Transfer Record System for Farm Migrant Children*. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, 1963.
   Develops a plan for a uniform inter-school system for transmitting necessary information about migratory children.

10. Haney, George E., "Migrant Workers and Their Families." *School Life*. Vol. 45, No. 9. July, 1963.
    The most educationally deprived group of youngsters in the United States is the children of migrant workers. This article discusses such educational problems unique to the migrant child as: seasonal impact, school transfer records, grade placement of pupils, providing teachers for migrant children, the school attendance problem, need for educational continuity, and financing school programs. The article concludes by giving the trends in migrant education at the local, state and federal levels.

11. Haney, George E. *The Education of Migrant Children: Questions and Answers*. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, 1962.
    A summary of the status of education for migrant children and the related socio-economic problems.

12. Hurd, Merrill F. *The Education of the Children of Agricultural Migrants in the Public Schools of New York State*. Doctoral Thesis. Syracuse, New York: Syracuse University Press, 1960.
    A detailed investigation of the services available to the children of agricultural migratory workers who come to New York State annually.

13. Manuel, Herschel T. *Spanish-Speaking Children of the Southwest: Their Education and the Public Welfare.* Austin, Texas. University of Texas Press, 1965.
    A study of the education of Spanish-speaking children, including topics such as: the problem of education and the public welfare; the handicap of poverty; problems as seen by parents and teachers; and the problems of language, personality and social adjustment.

14. McClure, Morris. "Make Room for the Migrants." *Michigan Education Journal* 30. April, 1953.
    Presents the needs of migrant children and suggests that these needs can be met best when migrant children are accepted as "normal, educable children" in classrooms with resident children.

15. "Migrant School Helps Children Catch Up." Nation's Schools. Vol. 79. No. 2. February, 1967.

Children of migrant parents start school with a deficiency in verbal skills. They rarely catch up in such curriculum areas as reading, writing and mathematics.

The Merced County, California, Migrant School Project uses a bilingual teaching approach to close the gap. Both migratory workers and their children are included.

These disadvantaged children are helped by employing trained teachers and community aides fully conversant in Spanish and English, operating a child care center, conducting pre-school education and providing adult literacy and citizenship education.

16. Morales, Henry. "From Their Hands, A Feast." American Education. November, 1965.

This article covers the history, problems, education and future of the migrant family. The author gives reasons why migrant workers are on the bottom of the economic and educational ladders. He stresses the programs helping the education of migrant families, such as those sponsored by the Office of Economic Opportunity, the State of Colorado and the one in Bexar County, Texas.

17. National Committee on the Education of Migrant Children. Report of the National Workshop on the Education of Migrant Children. New York: 1964.

Report of proceedings of a workshop for representatives of state departments of education and other educators. Includes suggestions for organization and administration of migrant education programs, teacher qualifications, parent education, community relationships and curriculum content and development.

18. National Education Association. The Invisible Minority. Washington, D. C.: 1966.

This is a report of the NEA-Tucson Survey on Teaching of Spanish to the Spanish-Speaking. This survey was designed to call attention to some of the constructive approaches to the problems of Spanish-speaking children and to make possible a sharing of ideas, methods and materials which apply to a bilingual system of teaching.

19. Palley, Howard A. "The Migrant Labor Problem--Its State and Interstate Aspects," The Journal of Negro Education. Vol. XXXVII, No. 1. Winter, 1963.

An article emphasizing the nature of the migrant labor problem in term of its growing population because of the changing farm scene. The widening gap between powerful farm groups and the migrant workers demands federal legislation to combat the migrants' endless plight. The demands for this legislation are now strong enough for passage.

20. Potts, Alfred M. "School Bells for Children Who Follow the Crops." The Elementary School Journal. May, 1960.

This article explains how the state of Colorado, through a system of regular schools and summer schools, is trying to make up the lost time problem faced by boys and girls of migratory families. The author stresses the difficulty of language and culture differences that face the teachers of these children. The State of Colorado is trying to answer the question, "How can we best prepare these children to live in our society?"

21. Potts, Alfred M., Neil Sherman and Ray McCanne. *Providing Opportunities for Disadvantaged Children*. Denver, Colorado, Colorado State Department of Education, 1964.
A guide to developing curriculum for the disadvantaged: migrant, culturally disadvantaged, lingually disadvantaged, culturally deprived, and educationally disadvantaged. The guide was developed at a workshop at Adams State College, Alamosa, Colorado.

22. President's Committee on Migratory Labor. *Migratory Labor in American Agriculture*. Washington, D. C.: 1951.
A comprehensive report dealing with the social, economic, health, and educational conditions among migratory agricultural workers in the United States. Chapter II, "Education," is of particular interest to teachers.

23. Sartain, Geraldine. "A New Approach to the Migrant Problem." *International Journal of Religious Education*, New York: 1963.
In the agricultural regions of California, disadvantaged children of migrant workers are getting a boost in their educational outlook by the initiation of a five-year program aided by World Day of Prayer funds from the United Church Women. Experimental centers in problem communities will be set up. This will provide laboratory experiences for other communities in learning how to draw migrants into community life.

24. Sherman, Neil W., ed. *Nomads of the Classroom*. Tempe, Arizona: Arizona State College, College of Education, January, 1958. (mimeographed).
Report of a five-week workshop on the education of migrant children held at Arizona State College.

25. Sherman, Neil W. and Alfred M. Potts, 2nd ed. *Learning On The Move*. *A Guide for Migrant Education*. Alamosa, Colorado; Adams State College, 1960.
This publication is the result of a Workshop on Curriculum for Migratory Children held at Adams State College during July and August, 1959. Included in this report are conclusions and discussions revolving around important issues and problems such as attendance of migrant children, transportation, records and reports, nutrition, curriculum needs, language needs, and the extension of basic educational skills.

26. Sutton, Elizabeth. "The Migrant Child." *The American Child* 44. January, 1962.
This article familiarizes the reader with the migrant child and lists a number of problems which handicap such children in early life.

27. Sutton, Elizabeth. "The World of the Migrant Child." *Educational Leadership* 14: January, 1957.
Discussion of unique experiences and needs of migrant children, held at Arizona State College.

28. Texas Education Agency. *Pre-School Instructional Programs for Non-English Speaking Children*. Austin, Texas: March, 1964.
A major publication in pre-school program development. Theory, method and materials are adequately covered.

29. Winters, Marjorie Tolman, "Towns Organize To Help Migrants," _International Journal of Religious Education_. September, 1962.

This article reviewed the experiences of community volunteers organized to improve the life style of Indian migrants. It tells of the organization and growth of programs in recreation, medical and dental services, educational experiences, community involvement, and employment.

MUSIC EDUCATION

1. Andrew, F. M., and J. A. Leeder. *Guiding Junior-High-School Pupils in Music Experience*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.
   A practical discussion of the materials and methods necessary in the presentation of musical experiences to junior high school students.

2. Carabo-Cone, M. *The Playground As Music Teacher*. New York: Harper and Brothers, 1959
   A comprehensive text outlining the teaching of music in the elementary school through the use of games.

3. Carabo-Cone, M., and B. Royt. *How To Help Children Learn Music*. New York: Harper and Brothers, 1953.
   A compilation of tested methods of introducing music to young children which were successful in the situations described.

4. Leeder, J. A., and W. S. Haynie. *Music Education in the High School*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.
   A general text providing background information, suggested procedures, objectives and methods of evaluation in presenting music at the high school level.

5. Music Educators National Conference. "Music Education for Exceptional Children." *Music in American Education*. Music Education Source Book No. 2. Washington, D. C.: 1955.
   A discussion of approaches to the instruction of disadvantaged children in music.

6. Myers, L. K. *Teaching Children Music in the Elementary School*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
   A guide to teaching all the children through music and for teaching that part of the music program usually directed by the elementary classroom teacher. The text consists of a program for elementary school music and a section devoted to implementing the program.

7. Nye, R. E., and V. T. Nye. *Music in the Elementary School*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
   An activities approach to the methods and materials to be used in the teaching of music in the elementary school.

8. Sheehy, E. D. *Children Discover Music and Dance*. New York: Henry Holt and Co., Inc., 1959.
   A guide for parents and teachers in presenting music education and the dance through a process of "discovery and guidance."

9. Shetler, D. J. Film Guide For Music Educators. Washington, D. C.: Music Educators National Conference, 1961.

   Title and content descriptions of more than 500-16 m.m. sound films and Kinescope recordings and over 90-35 m.m. film strips recommended for all levels of music teaching. Each film is rated as to quality of production and instructional content and is recommended for utilization in specific subject matter areas for enrichment of musical learning. The film guide also includes a list of film libraries and additional sources for information about audio-visual aids. Both topical and alphabetical indices are included.

10. Timmerman, M. Let's Teach Music in the Elementary School. Evanston, Illinois: Summy-Birchard Publishing Co., 1958.

    A compilation of ideas in teaching music which were successful in their particular situations. Ample illustrations, bibliographies and additional references are included. Excellent for the new or prospective teacher.

11. United Nations Educational Scientific and Cultural Organization. Films for Music Education and Opera Films. An International Selection Catalogue. Compiled by the International Music Center. Vienna, 1962.

    An international panel viewed all films selected for listing. Part I (Films for Music Education) lists films appropriate to History of Music, Musical Performance, Study and Teaching, Experimental and Jazz Music. Part II (Opera Films) contains an alphabetical index of titles, an index according to countries, and an index of composers. Available from UNESCO Book Store.

12. University of the State of New York. Teaching General Music. Albany, New York: The State Education Department, 1966.

    This handbook's purpose is to assist teachers in implementing the sections of the Syllabus in Music which describes the program of general music for grades 7 and 8. It is stressed that teachers of the disadvantaged should exercise judgment in selecting topics and materials that are in harmony with the capabilities and interests of this type of student. Furthermore, it is pointed out that to carry on for too long a time the study of a technical aspect of music or to insist on a level of achievement beyond that of which they are capable is to risk smothering all interest in music.

OCCUPATIONAL EDUCATION

1. Bienvenu, Millard, Jr. Helping the Slow Learner Public Affairs Pamphlet No. 405. New York: Public Affairs Committee Inc., 1967.
   This pamphlet is one of a series to develop new techniques to educate the American public on vital economic and social problems. This particular pamphlet provides a number of "tips" or suggestions for dealing with children identified as slow learners.

2. Board of Education of the City of New York. Industrial Arts, Resource Material for Teachers, Career Guidance Series. Curriculum Bulletin 1966-67 Series No. 8j. New York: 1966.
   A junior high school teacher's guide for general construction and repair, building construction and maintenance, power mechanics, and use of office duplicators. Many practical jobs suggested, some in detail; illustrated.

3. Boiley, R. R. Elementary Industrial Arts. New York: Board of Education of the City of New York.
   A mimeographed booklet of 90 pages profusely illustrated with the kinds of objects children can make that motivate them to like to learn. Tools and materials are explained.

4. Burchill, George W. Work-Study Programs for Alienated Youth. Chicago, Illinois: Science Research Associates, Inc. 1962.
   Nine outstanding work-study programs for culturally deprived young people are described in this casebook. Attention is focused on trends in our economy that are admittedly depriving youth of opportunities to attain acceptable goals in either school activities or employment.

5. United States Department of Health, Education and Welfare. Education for a Changing World of Work: A Report of a Panel of Consultants on Vocational Education. OE-80021. Washington, D. C.: Office of Education, 1963.
   Evaluates Federal, State, and local vocational and technical education programs in terms of how well they meet the current and anticipated educational and training requirements of workers. Recommends program changes to cope with the changing world of work. Includes an extensive bibliography.

6. United States Department of Labor. Young Workers: Their Special Training Needs. Manpower Research Bulletin No. 3. Washington, D. C.: Manpower Administration, Office of Manpower, Automation and Training. 1963.
   Reviews the problems of youths seeking jobs, including inadequate education and training. Discusses special problems of Negro youths, juvenile delinquents, youths from low-income families, handicapped youths, rural youths, and school dropouts.

7. West Irondequoit Central School District No. 3. So You Teach Track Three: A Handbook for Teachers of Track Three in Irondequoit High School. Irondequoit, New York: 1961.
   Teachers who work with lower achievers appreciate practical suggestions on classroom management, lesson plan and the supportive personnel in the school. As the teacher seeks a stimulating and motivating program she will employ many alternatives which are suggested in this volume.

PARENT AND COMMUNITY INVOLVEMENT

1. Crescimbini, Joseph. "Broken Homes Affect Academic Achievement." *Education* 84. March, 1964.

   Study showed that broken or disrupted homes have significant negative influence on academic achievement. The author suggests reorganization and flexibility of programs for children in such situations.

2. Fusco, Gene C. *School-Home Partnership in Depressed Urban Neighborhoods*. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1964.

   Report of services provided to twenty schools in depressed neighborhoods. Points up need for interaction between school and home in preparing the deprived child for his first academic experience.

3. Grambs, Jean. "A Sociological View of the Neighborhood Concept." In: *Because It's Right Educationally*. (Report of the Advisory Committee on Racial Imbalance and Education), Massachusetts State Board of Education, 1965.

   The author finds no educational rationale for the neighborhood school, and that strict interpretation of the local-school concept can interfere with the education of children of mobile families.

4. Hurewitz, Paul. "The Use of Group Procedures with Children, Teachers, and Parents in the Prevention and Treatment of Normal Adjustment Problems in Elementary Schools." *American Journal of Orthopsychiatry* 33, (2), March, 1963.

   This article describes a prevention and treatment program with a team approach. Showed that parents can perform a significant and therapeutic learning role within the school.

5. Kvarecus, William C. *The Community and the Delinquent*. Cleveland, Ohio: World, 1954.

   The book discusses how to spot children who are prone to delinquency before they get into serious trouble, how to study pre-delinquent children and diagnose their needs, and how to give them individual treatment, using all the community's resources in a systematic program of therapy.

6. Manley, Frank J., and Marion Stebbins. "Mott Enrichment Program of Flint, Michigan." *Education* 20. February, 1963.

   Authors describe the handling of community enrichment endeavors in depressed areas; includes organization of community activities and adult education courses. The program showed positive results in students and adults.

7. Smith, Mildred B., and Carl I. Brahce. "When School and Home Focus on Achievement." *Educational Leadership* 20. February, 1963.

   An experiment to raise student achievement level through early development of good work habits and attitudes. Parents were instructed to provide proper attitudes, examples, etc. Children showed promising academic gains.

8. Swanson, Bert E. "Subcommunity Response to City-Wide School Policies: Measuring White-Parent Decisions on School Pairing." *School Review*: 73 Winter, 1965.

Facts, figures, and several implications are noted in this report on the school pairing phase of integrating schools in New York City. Includes an interesting account of the history, the pairing plan, and response to it.

9. Tuel, John K., and Rosemary Wursten. "Dimensions of the Educational Environment." *California Journal of Educational Research* 16 (4), 1965.

A summary of research on home, classroom, and school influence on academic learning. Article suggests that the effects of environmental factors be given more attention.

10. U. S. Department of Labor. *Design for Community Action*. Bureau of Labor Standards, Washington, D.C., 1962.

Design for Community Action describes what some local communities are doing to help their youth and how the U.S. Department of Labor and Bureau of Labor Standards propose to work with the community in developing and promoting local action programs to help young people make a successful transition from school to work.

11. U. S. Office of Economic Opportunity. *Community Action Program Guide*. Vol. I. Instructions for Applicants, Washington, D.C. Community Action Program. 1965.

Sets forth policies and procedures of OEO in providing financial assistance to communities for development, conduct, and administration of community action programs.

12. U. S. Office of Economic Opportunity. *Consumer Action and the War on Poverty*. Washington, D.C., August, 1965.

Excerpts from Conference Proceedings, sponsored by the Office of Economic Opportunity-Community Action Program and the President's Committee on Consumer Interests.

PRE-SCHOOL PROGRAMS

1. Almy, Millie. "New Views on Intellectual Development in Early Childhood Education." Intellectual Development: Another Look. Washington, D.C.: Association for Supervision and Curriculum Development, 1964.
   Examines new possibilities for influencing children's thinking in light of recent views on the nature of intellectual development.

2. Baltimore, Maryland, City Public Schools: Research Design for Evaluating Project Help: An Early School Admissions Project Related to In-School Learning Activities and Experiences for Children. March 15, 1963.
   A compilation of research studies designed for Project Help, an educational program to enrich four and five-year-old children who require compensatory educational services.

3. Butler, Annie L. "Will Head Start Be a False Start?" Childhood Education 42. November, 1965.
   A retrospective glance at Head Start at the conclusion of its first session. The article suggests that success will depend on follow-through programs. These will have to be adjusted to Head-Starters so that school goals will be the same as those of Head Start. Numerous suggestions are made on how this can be accomplished.

4. Deutsch, Martin. "Nursery Education: The Influence of Social Programming on Early Development," Journal of Nursery Education 18 (3). April, 1963.
   The article documents the case for early intervention by educators and behavioral scientists in the lives of children as potential contributors to society.

5. Feldman, Shirley. "A Pre-School Enrichment Program for Disadvantaged Children." New Era 45 (3). 1964. Report of the first year of a three-year demonstration and research nursery program for four-year olds.
   The program stresses areas of intellectual functioning as well as school orientation and motivation. The article documents organization, structure, and techniques.

6. Goldstein, David H. "Teacher Aides." Instructor. October, 1966.
   A report of the Indianapolis Pre-School Centers which includes "maximum participation of the poor." At every level, from the Board of Directors to the classroom, representatives of the poor are meaningfully involved. The most provocative aspect of this involvement is their participation as teacher aides in each of the forty classrooms. The article describes in-service training, formal education and training, resulting in certification for some of the aides. Not all aides will become certified teachers, but if, in the process, aides can infuse a new perspective into the educational system, the investment will be worth it.

7. Gray, Susan W. etal. Before First Grade: The Early Training Project for Culturally Disadvantaged Children. New York City: Teachers College Press, Columbia University, 1966.
   This book is a helpful, practical text for those working with disadvantaged pre-school children. Day-by-day activities used by teachers to build perceptual skills that are necessary for reading readiness are presented.

8. Philadelphia, Pennsylvania, School District. *1964-1965 Progress Report of the Experimental Nursery School Program*. College of Education, Temple University.

   Report of a many-faceted approach to the child, family, and teacher in a pre-school program for culturally disadvantaged children.

9. Stein, Ray. *Pre-School Environmental Enrichment Demonstration*. Harrisburg, Pennsylvania: Department of Public Instruction, 1964.

   One hundred and fifty-nine four-to-five year-old under-privileged children in Bethlehem were assigned to neighborhood schools for four weeks. A master teacher and a team of teaching assistants worked with each class in an attempt to counteract the effects of environmental deprivation.

10. Urban Child Study Center. *Condensed Inventory of Pre-School Projects*. Chicago, Illinois: University of Chicago, School of Education. 1965.

    A representative group of pre-school projects from 27 states is detailed, giving location, personnel, financial support, and a brief description of each program.

11. Wolman, Thelma G. "A Pre-School Program for Disadvantaged Children - The New Rochelle Story." *Young Children* 21. November, 1965.

    This article describes a pilot project established in suburban New Rochelle, New York, where a pre-school center for low-income children was set up. Included is data on pupil selection, transportation, staff, community relations, parent-school program, and curriculum development.

12. Woodruff, Myra. "Education of the Disadvantaged Pre-School Child." *The Quarterly*, Vol. XVI, No. 2. Western New York School Study Council, State University of New York at Buffalo. December, 1964.

    Planning good educational programs for pre-school children from disadvantaged areas is discussed in guest editorial.

PRE-SERVICE AND IN-SERVICE EDUCATION

1. Baldwin, James. "A Talk to Teachers." Saturday Review 46 (51). December 21, 1963.

   The complete text of an address by the well-known author to a group of public school teachers in New York City. His message is a hard-hitting, straight-from-the-shoulder one in which he suggests we are trying, by inept approaches, to delude both ourselves and the Negroes.

2. Bogin, Asher. The Utilization of Volunteers and Undergraduate Students in Meeting Socio-Cultural Deprivation Problems in an Elementary School. Project proposal submitted to the U.S. Office of Education. Yellow Springs, Ohio: Antioch College Press, 1965.

   Proposal of a demonstration project to use community talent to thwart the potential effects of cultural deprivation in a class of kindergarten children. Unique suggestions for maximal use of community skill and involvement.

3. City University of New York. "The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods." The BRIDGE Project. Queens College, 1965.

   Report of the massive study to develop more effective means of teacher preparation. Inexperienced teachers in three classes of disadvantaged youth were intensively studied for three years; reactions of college undergraduates to contact with underprivileged children were studied in after-school centers.

4. Davidson, Helen H., and Gerhard Lang. "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior." Journal of Experimental Education 29 (2). December, 1960.

   Of special interest to teachers, this study found a positive relationship between children's perceptions of their teachers' feelings towards them and self-perception, academic achievement and classroom behavior.

5. Downing, Gertrude. "A Supervision Experiment with the Disadvantaged." Educational Leadership 7. April, 1964.

   A description of the Queens College BRIDGE on-the-job project to prepare teacher candidates and to study the needs of beginning teachers in slum ghetto junior high schools. The program experimented with various teaching methodologies, classroom management, curriculum adaptations and instrumental materials. Project teachers became increasingly effective in the classroom.

6. Edmonds, Fred, James R. Ogletree and Patricia W. Wear. "In-Service Teacher Education: A Conceptual Framework." Bulletin of the Bureau of Social Service 36. Lexington, Kentucky: University of Kentucky, College of Education. December 2, 1963.

   Three aspects of teacher training are discussed within a conceptual framework: curriculum; leadership; and the initiation and continuance of programs.

7. Franseth, Jane. Supervision in Rural Schools: A Report on Beliefs and Practices. Rev. 1965. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education. 1965.

   Booklet suggests many different environments in which rural supervisors work and highlights some of the special tasks and problems they face.

8. Fraser, D.M. "Experimental Approaches to Preparing Teachers for Work With Culturally Handicapped Children." New York Society of Experimental Study of Education Yearbook. 1961.

   This article concerns itself with the subject of preparing teachers to work more effectively with culturally deprived children. Masses of these "in-migrants" entering our large cities are changing the character of city populations and thus are changing the educational problems of the cities.

9. Frazier, Alexander. "Teaching the Culturally Deprived." National Elementary Principal 42 (4). February, 1963.

   A practical guide for teachers, with emphasis on specific classroom situations which may be manipulated to provide enrichment experiences.

10. Goldberg, Marian L. "Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children." Merrill Palmer Quarterly 10. April, 1963.

    Article discusses the need for teachers uniquely suited to and prepared for disadvantaged children; identifies the successful teacher of this population through presentation of a "model." Helpful to teachers.

11. Grambs, Jean. Understanding Intergroup Relations. What Research Says to Teachers No. 21. Washington, D.C.: National Education Association. June, 1960.

    A very basic primer on racial and cultural differences and similarities; includes such discussions as "No group has a monopoly on high intelligence;" "Some children become more prejudiced than others." Helpful to the new teacher of the disadvantaged or as a guide for use with students.

12. Haubrich, Vernon F. "The Culturally Different: New Context for Teacher Education." Journal of Teacher Education 14 (2). June, 1963.

    Hunter College has found its most effective teacher training program to include a carefully guided, field-work oriented, voluntary approach.

13. Jablonsky, Adelaide, ed. "Imperatives for Change." New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University. 1967.

    This is a report of the proceedings of a conference on college and university programs for teachers of the disadvantaged sponsored by the New York State Education Department. The presentation and discussions reported in this publication emphasize the need for revision in the present educational hierarchy. This publication contains information revolving around four major areas of concern: Attitudes and Behavior, People, Techniques, and Special Curriculum Aspects.

14. Kerber, August, and Barbara Bommarito. The Schools in the Urban Crisis. New York: Hold, Rinehart and Winston, Inc., 1965.

This book of readings covers many topics related to schools in urban areas and includes the changing urban community, the impact of urbanization on education, urban influences and youth, problems of youth in the community, the teacher in the urban school, improving urban school programs and projects, constitutional issues and new directions in urban education.

15. Kirman, J. "Teacher Survival in Difficult Schools." High Points 46. April, 1964.

A brief article on some do's and don'ts for a teacher if he is to maintain discipline successfully in a "difficult" school. This article deals with lower economic neighborhood schools and the challenge they present to teachers. The author suggests giving these students something related to school which they value and which the teacher can use as a tool of discipline, such as trips and the possible exclusion from going. Another tool is a weekly award to one person at a time for good conduct and work.

16. Kranes, J. E. "Child's Needs and Teacher Training." School and Society 88. March 26, 1960.

The author feels that too much emphasis today is placed on child development and too little on enthusiastic teaching of well-prepared materials.

17. Landers, Jacob. "The Responsibilities of Teachers and School Administrators." Journal of Negro Education 33. 1964.

An assessment of current trends and needs in educational programs. Discusses school planning and personnel, indicates need for more thorough teacher education programs, and includes specific course and practical suggestions.

18. Mergentine, Charlotte. "School Volunteer Program." School Volunteer Reading Reference Handbook. New York: February, 1965.

A reference guide used for training New York City school volunteers. Presents procedures and specific suggestions for work recognition techniques, motivation of child to verbalize and read, etc.

19. Pringle, Kellmer M. L. Deprivation and Education. London: Longmans, Green and Co., Ltd., 1965.

Topics include intellectual, emotional, social and language development of deprived children. Different aspects of remedial education including reading, speech and the factors related to the educational needs of deprived children are also considered.

20. Rich, John Martin. "How Social Class Values Affect Teacher-Pupil Relations." Journal of Education Sociology 33. May, 1960.

The writer points out that the lower-class child in many public schools has problems. He lays the responsibility for lessening the woes of these children on the doorstep of the teachers, suggesting how this may be accomplished.

21. Riessman, Frank. Curriculum for Training Indigenous Non-Professionals. Rutgers University. Mobilization for Youth and Urban Studies Center, November, 1963.

A discussion of the special problems and means of dealing with them met in training non-professionals for school work.

22. Riessman, Frank. "Teachers of the Poor: A Five Point Plan." Paper presented to Syracuse University Conference on Urban Education and Cultural Deprivation, July, 1964.

This paper presents a program to inform teachers of strengths of, and to develop interest and respect for, low-income culture as distinct from low-income environment.

23. Thomas, R. Murray, and Shirley M. Thomas. Individual Differences in the Classroom. New York: McKay, 1965.

This text deals at great length with the problem of adjusting learning to individual differences. The authors have focused on three particular areas: intellectual, artistic and motor, and psychological differences. Teachers should get many ideas and answers to questions that frequently pose problems.

24. Walker, Edith. "In-Service Training of Teachers to Work with the Disadvantaged." The Reading Teacher 18. March, 1965.

The accent here is on reading teachers who, the author feels, are the first line of defense in attacking the effects of poverty on school achievement. The author advances good arguments for giving in-service training to those teachers working with the disadvantaged.

25. Yeshiva University. "Training Programs in Project Beacon." New York: Graduate School of Education. January, 1963.

A report of plan of training programs for potential teachers of the underprivileged, Includes characteristics and learning needs of deprived children, specific curriculum plans for teachers of elementary classes and a bibliography.

26. Youth Educational Services. How to Train Tutors. Durham, North Carolina, October, 1965.

A manual for projects using volunteer tutors, which includes tutor orientation, training, and a bibliography and aids in tutor training.

PROGRAM DEVELOPMENT

1. Ausubel, David P. "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations." The School Review 71. Winter, 1963.

   Means of combating cultural deprivation in the classroom are described. The article includes selection and structure of learning materials and development of motivation.

2. Bender, Louis W., and William C. Sharpe. "Junior High School Course for Disadvantaged Students." National Association of Secondary School Principals' Bulletin 47. March, 1963.

   An integrated approach by all teachers toward concrete experiences for students in practical academic problems. Report of an innovative, successful junior high school program.

3. Bienstock, Theodore, and William C. Sayres. Project ABLE: An Appraisal. Albany, N.Y.: University of the State of New York, The State Education Department, Division of Research, 1964.

   A description and an appraisal of Project ABLE, with several tables of breakdown of cost, number of pupils, staff positions and selected characteristics. The main thrust of this project is to provide a way for school districts to experiment with new approaches for the education of the disadvantaged child.

4. Bishop, C.C., and G.S. Tolley. Education for a Changing World of Work. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education. 1964.

   A report to the President by a panel of consultants on vocational education. Includes data on manpower and on contemporary vocational training needs and practices.

5. Bowman, Garda W., and Gordon J. Klopf. New Careers and Roles in the American School. Washington, D.C.: Bank Street College of Education for the Office of Economic Opportunity. 1967.

   This report was prepared in response to the many requests for information received by the Office of Economic Opportunity and the U.S. Office of Education. The content is based on observations made from visits to the fifteen demonstration training programs participating in the study and on consultations with representatives of professional organizations and school systems. Case studies of five illustrative programs are included. This study of auxiliary personnel in education should have a profound effect on the success of the education of the disadvantaged.

6. Brazziel, William F. "An Experiment in the Development of Readiness in a Culturally Disadvantaged Group of First Grade Children." Journal of Negro Education 32. Spring, 1963.

   This study tested and confirmed the hypothesis that school registration and induction guidance, plus intensified parent-teacher approach to development of readiness, would narrow the cultural gap. Subjects were 26 Negro first-grade pupils in Tennessee.

7. Caplan, Stanley W., and Ronald A. Ruble. "A Study of Culturally Imposed Factors on School Achievement in a Metropolitan Area." Journal of Educational Research 58. September, 1964.

This report is a study of an investigation by a research team whose aim was a broad attack on several possible factors which might be influencing the achievement of students coming from homes in a low socio-economic level area of a community. These factors, relating to Spanish-American students throughout schools in the Southwestern area of the United States, indicate that:

1. students from bilingual backgrounds lack essential communication skills in the school, adversely affecting their achievement as measured by standardized tests;
2. bilingual students may have somewhat higher potentialities than monolingual students from a similar environment;
3. bilingual students demonstrate that values held in the home are different from those held by the community as a whole;
4. bilingual students have not been encouraged by the home to value certain personality characteristics which contribute to school achievement; and
5. bilingual students are culturally different from monolingual students.

8. Carroll, John B. "A Model of School Learning." Teachers College Record 64. 1963.

The model for school learning in this article involves five elements, three residing in the individual and two stemming from external conditions. The author lists aptitude, ability to understand and perseverance as internal factors, and opportunity and quality of instruction as the external factors.

9. Clift, Virgil A. "Factors Relating to the Education of Culturally Deprived Negro Youth." Education Theory XIV. April, 1964.

Article stresses the importance of a multi-dimensional attack on the problems of education for the culturally deprived child.

10. Cohn, Stella M. "Upgrading Instruction through Special Reading Services." Reading Teacher 18. March, 1965.

This is a report on the establishment, in New York City, of Special Reading Services (Reading Clinics). Its goals, the program itself, and the results to date are explained by the author, who is also director of the program.

11. Cohn, Werner. "On the Language of Lower Class Children." Scholastic Review 67. Winter, 1959.

This article differentiates lower and higher class variations in the oral language used in this country. The author discusses the possibility and difficulty of unification of the two forms of speech.

12. Darcy, Natalie T. "Bilingualism and the Measurement of Intelligence, Review of a Decade of Research." Journal of Genetic Psychology 103. 1963.

A study which showed that bilingualism is not a unitary quantity and that carefully controlled research, perhaps longitudinal, is necessary before further decisive answers may be had.

13. Daugherty, Louise G. "A Purposeful Language Arts Program" *Education* 85. April, 1965.

    The author describes efforts being made by the Chicago schools to overcome factors that prevent below-average children from realizing their potential. These efforts are described as increased staff services for the below-average achiever. The proper organization of summer schools in below-average communities is described. A detailed account of what is being done for the gifted disadvantaged child is also given.

14. Easterday, Kenneth E. "An Experiment with Low Achievers in Arithmetic." *The Mathematics Teacher* 57 (7). November, 1964.

    Suggests a programmed blending of new and traditional math. Shows that such an approach can be effective in substantially increasing student ability level.

15. Educational Policies Commission. *Education and the Disadvantaged American*. Washington, D.C.: National Education Association, 1962.

    Equality of opportunity is fundamental in the American tradition. However, not all Americans have shared in this progress. Considerable attention is given to the special characteristics of the school program, the school staff, school administration, special requirements for facilities and appropriate attention to the school and the home and the community.

16. Etten, John F. "Lesson Planning for the Inner City." *Education* 87 (6). February, 1967.

    Lesson planning which is necessary in order to provide meaningful and purposeful instruction to children of inner-city schools requires consideration of the needs of inner-city children and the teacher's ability to identify starting points. The appropriateness of teaching methods which influence lesson planning are discussed, such as lecture, recitation, seatwork and pupil experience.

17. Foe, Otis D. "Educational Planning for Disadvantaged College Youth." *Journal of Negro Education* 33. Summer, 1964.

    This article is an analysis of the characteristics of disadvantaged college students and the learning environment they are expected to cope with. Some of the implications are listed. The process of meeting the needs of disadvantaged youth must be characterized by the cycle of planning, evaluation, and replanning in those areas found not to be accomplishing the purposes intended.

18. Golden, Ruth I. *Effectiveness of Instructional Tapes for Changing Regional Speech Patterns.* NDEA Title VII Project No. 559. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1962.

    Tapes were found to be a more effective means of altering regional speech patterns than were traditional reading courses.

19. *Guidelines: Special Programs for Educationally Deprived Children.* U.S. Department of Health, Education and Welfare, Office of Education.
This publication is divided into two sections: Administration and Finance, and Project Design and Evaluation. It indicates that Title I of the Elementary and Secondary Education Act of 1965 is the major thrust of the national effort to bring better education to millions of disadvantaged youth who need it most. This pamphlet provides a procedural review for state agencies to enable them to improve their programs and to ensure that they carry out their programs in a way acceptable to the wishes of the creators of the Act.

20. Hambourger, J.N. "Grouping for Arithmetic Increases Pupil Growth." *Chicago School Journal* 45. May, 1964.
The author, from his personal teaching experience, feels that any self-contained class can, through careful planning, thoughtful pre-evaluation, and flexible use of time, produce a much-desired freedom to grow often associated only with team teaching. Offers some good step-by-step procedures.

21. Havighurst, Robert J. *The Response of Education to Society's Needs.* The North Central Association Quarterly. Vol. XL. Menasha, Wisconsin: 1965.
This article emphasizes that the demand for educational change is acute and that something must be done. But there is disagreement and argument over what should be done. The author feels that an important principle to follow before settling on the educational decision is to evaluate our work and to find out how to do it better. He also states that our job is to discipline ourselves to the task of seeking for quality and for understanding of the problems on which we are working. Ultimately this will guarantee a better education for the nation's disadvantaged.

22. Janowitz, Gayle. *Helping Hands: Volunteer Work in Education.* Chicago, Illinois: University of Chicago Press, 1965.
This is an interim report on research, still in progress, concerning problems of academic achievement and the role of the volunteer in education. Those children who need help are mainly concentrated in the low-income areas. The book offers many valuable suggestions.

23. Jewett, Arono, Joseph Mersand and Doris Gunderson. *Improving English Skills of Culturally Different Youth in Large Cities.* Washington, D.C.: U.S. Department of Health, Education and Welfare, 1964.
A realistic approach to the linguistic problem of culturally deprived groups. Includes case reports and suggestions for improved teaching facilities and teacher training programs.

24. John, Vera P. "The Intellectual Development of Slum Children." *American Journal of Orthopsychiatry* 33. 1963.
This study examines certain patterns of linguistic and cognitive behavior in a sample of Negro children from various social classes. Consistent class differences in language skills were shown to emerge between groups of Negro children of different socio-economic class.

25. John, Vera P., and Leo S. Goldstein. "The Social Context of Language Acquisition." Merrill-Palmer Quarterly 10. July, 1964.

A discussion of various methods of language acquisition within a social context and of the role of language as a social key to the outside world. Implications for pre-school teachers are made.

26. Juhas, Loretta. "Nutrition = Physical Growth + Mental Growth." Instructor 162. August-September, 1966.

This article is a report of a project being carried on in one of the 25 Children's Centers in San Francisco, where 1500 children, ranging from two years through elementary school age, get educational supervision and instruction while their mothers are working. Nutrition, health care, and rest and playtime are emphasized at the prekindergarten level. Activities for schoolage children who attend the center before and after school hours include a wide range of experiences that implement and extend classroom learnings. Not all the children in the centers are disadvantaged, but this is an outstanding example of what can be done with disadvantaged children during the school day.

27. Kaplan, Bernard A. Project ABLE - The First Year. Albany, N.Y.: University of the State of New York, The State Education Department, Bureau of Guidance, 1963.

During the school year 1961-62, 16 New York State school districts, under the auspices of the State Education Department, inaugurated local demonstration projects collectively titled Project ABLE. These demonstrations are attempting to develop improved approaches and programs for a segment of the school population popularly known as the culturally deprived. The background and implementation of Project ABLE and a review of the program after one year of operation are covered by this report.

28. Kaplan, Jerome D. "Programmed Instruction and the Culturally Disadvantaged." New York State Mathematics Teachers Journal 14 (4). October, 1964.

Students in four classes learned successfully through "Division by Zero," a programmed instruction lesson. The use of programmed instruction with the culturally deprived is urged.

29. Kemp, Barbara H. The Youth We Haven't Served. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1966.

This booklet describes some of the characteristics of the socioeconomically handicapped and some steps which should be taken to enable these youths to succeed in regular vocational programs that will provide them with an education that will meet their special needs.

30. Klemm, E. "Appropriate School Programs." Education 85. April, 1965.

The author discusses and evaluates various programs and methods that have been proposed for helping educationally disadvantaged children.

31. Lorson, Richard, and James L. Olson. "Method of Identifying Culturally Deprived Kindergarten Children." Exceptional Children. November, 1963.

Describes an experimental study designed to identify culturally deprived children in a Racine, Wisconsin school.

32. Mackintosh, Helen K., Lillian Gore and Gertrude M. Lewis. Administration of Elementary School Programs for Disadvantaged Children. Disadvantaged Children Series No. 4. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1966.

This brochure, for elementary school administrators in severely depressed school systems, is designed for the purpose of presenting programs to improve the achievement of disadvantaged children. These programs were observed and discussed by leading educators who felt that pre-school programs are very valuable, that warmth of personality and a sense of values should characterize teachers of disadvantaged, that all experiences provided should be especially chosen and designed to advance language development and that little gain with the disadvantaged can be accomplished unless the parents' role is secured and acted upon.

33. Lewis, Gertrude M. and Esther Murow. Educating Disadvantaged Children in the Elementary School -(An Annotated Bibliography). Disadvantaged Children Series No. 5. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

Presents the views of writers currently concerned with many aspects of educating the disadvantaged. Includes books and articles which appeared principally between January 1960 and June 1965.

34. Mackintosh, Helen, Lillian Gore and Gertrude M. Lewis. Educating Disadvantaged Children in the Middle Grades. Disadvantaged Children Series No. 3. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

This, the third in a series of four interrelated brochures, continues the presentation of practices and techniques to provide disadvantaged children with educational opportunities comparable to that of other children in our society.

35. Mackintosh, Helen K., Lillian Gore and Gertrude M. Lewis. Educating Disadvantaged Children in the Primary Years. Disadvantaged Children Series No. 2. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

The brochure will be of particular interest and help to teachers and administrators responsible for planning educational experiences for primary-level children. There are many worthwhile suggestions to help those children whose deprived home environments cause them to reach school unprepared to cope with the school environment.

36. Mackintosh, Helen K., Lillian Gore and Gertrude M. Lewis. *Educating Disadvantaged Children Under Six*. Disadvantaged Children Series No. 1. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

    Reflects information concerning the findings from programs with disadvantaged pre-primary children which will assist schools in interpreting the needs of such children and in programing constructively for them.

37. Mager, Robert F. *Preparing Objectives for Programmed Instruction*. San Fransisco, California: Frearon, 1962.

    A refreshing book for teachers, describing how to specify educational objectives. Not only does the book provide a valuable approach to the task of goal specification; it also supplies an orientation which views goal specifications as an unavoidable, practical problem requiring hardhead solutions.

38. McCammon, Carol V., and Jane M. Hill. "A Bibliography on the Changing Curriculum in Secondary School Mathematics." *The Mathematics Teacher* 57. March, 1964.

    This article lists sixty (60) bibliographies on secondary school mathematics. Some of these are experiments, texts, projects, descriptions of programs and criticisms. The article cites the School Mathematics Study Group, School of Education, Stanford University, as the best single source of mathematics education materials.

39. Morris, Glyn, and Judith Wheater. *Born for Joy*. Lyons Falls, N.Y.: Board of Cooperative Educational Services, Sole Supervisory District, Lewis County, 1967.

    The report describes the experiences of disadvantaged children in a four-week summer enrichment program and of their teachers in three two-week inservice courses held in the local Learning and Resource Center. Evaluative evidence indicated that the experiential program provided a good background for teaching to rural youngsters. Teacher responses indicated a positive gain in concepts and in their awareness of their role in working with disadvantaged children.

40. Morse, Arthur D. *Schools of Tomorrow Today*. New York: Doubleday, Co., Inc., 1960.

    This volume includes the description of ten experiments in education. Some of these experiments are aided by grants from the Ford Foundation. Some are funded by local or state education departments. They include experiments in team teaching, schools without grades, guidance projects, teaching aides, and the use of television.

41. National Council of Teachers of English. *Language Programs for the Disadvantaged*. Champaign, Illinois: 1966.

    A report of the findings of a National Task Force of the N.C.T.E. based on observation of 190 programs for the disadvantaged, urban and rural, in all parts of the United States.

42. National Education Association. School Programs for the Disadvantaged. Washington, D.C.: Educational Research Service. February, 1963.

This circular gives a description of forty-two school districts that have programs or projects designed to meet the needs of children in slum areas. These programs have attempted to: raise the achievement levels of the children; discover latent talents and develop them; motivate each child so that he will want to do his best; and build strong ties and understanding between school and home.

The authors agree that the effectiveness of the programs depends upon understanding, competent teachers, well-staffed pupil personnel services, with emphasis on counseling and social work; a remedial reading program geared to the language and experience limitations of the children involved; a flexible and varied program of special education; effective means of involving parents and securing their cooperation; and enthusiastic and sustained help from community agencies and civic organizations.

43. Newton, Eunice Shaed. "The Culturally Deprived Child in Our Verbal Schools." Journal of Negro Education 31. Spring, 1962.

A graphic picture of the deprived child's linguistic plight. Suggestions for language programs are given.

44. Passy, Robert A. "Socio-Economic Status and Mathematics Achievement." Arithmetic Teacher II. November, 1964.

A statistical evaluation of the relation between socio-economic status and mathematics achievement. The conclusion indicates the need for a reappraisal of instructional methods and the provision of a new mode which will foster learning without a cultural bias.

45. Ratchick, Irving. Identification of the Educationally Disadvantaged. Albany, N.Y.: The State Education Department, Office of the Coordinator, Title I, ESEA, 1965.

A booklet meant to assist local educational agencies in the identification of the educationally disadvantaged. Both quantitative and qualitative criteria are given.

46. Riessman, Frank. "Alternative Strategies for the Education of the Disadvantaged." American Journal of Orthopsychiatry 34. March. 1965.

A description of two academic approaches: that which emphasizes the child's background and perceptual and cognitive deficits; and that which stresses the academic environment as a decisive element for change.

47. Riessman, Frank. Helping the Disadvantaged Pupil to Learn More Easily. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965.

Professor Riessman maintains, optimistically, that there are strengths in the life style of the disadvantaged population that can be capitalized on in building a strong and effective educational program. The booklet offers many good, workable suggestions.

48. Sacadat, Evelyn, and Gordon P. Liddle, "Reaching the Culturally Handicapped" Education 87 (6). February, 1967.

The authors describe a project to discover more effective ways to prevent maladjustment of culturally handicapped children and to help improve their home and family environments. The project included

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activities such as family social worker, summer reading program, garden project, parent meetings and a monthly newsletter. Evaluation shows that "there has been some change or improvement in almost every family."

49. Shaftel, Fannie Rand George. "Role-Playing as a Learning Method for Disadvantaged Children." School and Society. 94 (2281). November 12, 1966.
Most important in dealing with disadvantaged children is developing the child's self-image. Acceptance of self is basic to acceptance by others. Unfortunately, the disadvantaged child becomes the victim of group intelligence tests. Many aspects are discussed for teaching the disadvantaged.

50. Smith, David W. "Factors Affecting Speech Development." Education 80. April, 1960.
A developmental history of the child's speech and a discussion of such factors as socio-economic status, bilingualism and emotional disturbance and their effects on speech.

51. Spiegler, Charles G. "We Had A Dream - Project English." Education 85. April, 1965.
Three New York City Junior High Schools participated in a program to motivate disadvantaged children to read through the use of books which touched on situations close to the children's own lives.

52. Strang, Ruth. "The Linguistically Handicapped: Learning English as a Second Language - A Theoretical Model." Exceptional Children 30 (1). September, 1963.
An idea for an interdisciplined, individualized approach to teaching English to other-languaged students.

53. Taba, Hilda. "Cultural Deprivation as a Factor in School Learning." Merrill-Palmer Quarterly 10, April, 1964.
The article discusses the psychological and academic implications of cultural deprivation, redefines the school's job, includes suggestions for new approaches.

54. Tamburrino, William. "Civic Experience for School Children." Instructor 74. September, 1964.
The author describes how some Baltimore children participate in the Civic Experience Program, consisting of three phases: orientation, observation, and participation.

55. Tannenbaum, Abraham J. "Curriculum Perspective for Slum Schools." Paper read at Proceedings of Second Invitational Conference on Urban Education at Yeshiva University, New York City. April 24, 1963.
In regarding the school as a teaching institution and not as a social service center, suggestions for academic adjustment are made which may improve the school's relationship with this population.

56. U.S. Department of Health, Education and Welfare. Chance for a Change (A): New School Programs for the Disadvantaged. Washington, D.C.: Office of Education, 1965.
An evaluation of Title I programs which are being funded under the Elementary and Secondary Education Act. The booklet illustrates how many school systems across the country are effectively utilizing their allocations to develop special programs for disadvantaged pupils. Includes many photographs.

57. U.S. Department of Health, Education and Welfare. *Office of Education* Programs for the Disadvantaged. Washington, D.C.: Office of Education. 1966.

The Office of Education supports a wide range of educational programs to benefit the disadvantaged. Dissemination of relevant information on the disadvantaged is a function of the Office of Disadvantaged and Handicapped.

In this pamphlet, information on educational programs for the disadvantaged is given in two parts: the kinds of activities the individual program may support; and specific detail on each program regarding the authorizing legislation, purpose, eligibility and administering unit.

58. U.S. Department of Health, Education and Welfare. *Opening Doors through Educational Programs for Institutionalized Delinquents*. Washington, D.C.: Office of Education.

This booklet deals primarily with educational programs for correctional institutions, such as those serving delinquent youngsters. It is hoped that these programs will "open doors" to future projects and thereby contribute immensely to the success that educational services have in the rehabilitation of delinquent youth. An amendment to Title I of the Elementary and Secondary Education Act of 1965 will help correctional officers to provide new perceptions, motivations, skills, self-respect and confidence for institutionalized youngsters.

59. U.S. Department of Health, Education and Welfare. *Programs for Educationally Disadvantaged*. Washington, D.C.: Office of Education, 1963.

A report of a conference on teaching children and youth who are educationally disadvantaged. Papers identifying and discussing common elements and specific problems in teaching the educationally disadvantaged were presented at the conference. The first paper gives an overview of the problem; succeeding papers discuss successful programs at the State, city, and school levels.

60. U.S. Department of Health, Education and Welfare. *School Programs for Educationally Deprived Children*. Washington, D.C.: Office of Education, 1965.

This booklet is intended to help local educational agencies as they develop plans for projects under Title I. It contains the answers to a number of questions that are frequently asked.

61. U.S. Office of Education and the Office of Economic Opportunity. *Education: An Answer to Poverty*. Washington, D.C.: 1967.

This booklet concentrates on educational programs that can help economically and culturally deprived youngsters. It describes the types of programs that can be supported with federal funds and offers suggestions, many based on actual case studies, of the myriad types of educational projects that may be initiated by local communities. Details concerning eligibility and filing procedures are given.

62. University of the State of New York. Collegiate Newsletter on the Disadvantaged. Albany, N.Y.: The State Education Department, Bureau of Special College Programs, 1967.
The purpose of this newsletter is to provide information on special programs offering college opportunities to the disadvantaged. This publication should appeal directly to disadvantaged children because it presents reports about ongoing programs and new projects. For instance, Project Share, a five-year program for urban ghetto girls, has as its objectives to provide compensatory education for students insufficiently prepared for the college experience and to demonstrate that a liberal arts college can play a special role in the development of leaders from minority groups.

63. University of the State of New York. Programs for Children of Migratory Workers. Albany: The State Education Department, Division of Evaluation, 1967.
A section of the New York State annual evaluation report for the 1966-67 fiscal year filed with the U.S. Office of Education. 1967 was the first year education of migratory children was supported by federal funds under an amendment to the Elementary and Secondary Education Act.

64. University of the State of New York. Programs for Disadvantaged Children. Albany: The State Education Department, Division of Evaluation, 1967.
Part of the New York State annual evaluation report, filed with the U.S. Office of Education, summarizing the second year of Title I, ESEA. It indicates a "spread of effect" from the programs concentrated on education disadvantaged children.

65. University of the State of New York. Programs for Handicapped Children. Albany: The State Education Department, Division of Evaluation, 1967.
The annual evaluation report for 1966-67 on programs for children in State operated and State supported institutions for the handicapped funded under an amendment to Title I, ESEA. Institutions directed by several New York State governmental units have established compensatory education programs.

66. University of the State of New York. Programs for Neglected and Delinquent Children. Albany: The State Education Department, Division of Evaluation, 1967.
The evaluation document for the 1966-67 fiscal year reporting on programs for children in New York State institutions for the neglected and delinquent funded under an amendment to Title I, ESEA. In the majority of cases local public school districts conducted the special programs for the institutionalized children.

67. University of the State of New York. Programs for Progress. Albany, N.Y.: The State Education Department, 1967.
This booklet illustrates the scope and variety of the State Education Department's current response to economic deprivation and social discrimination and its efforts to help the citizens of New York State remedy educational disadvantagement. The

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programs describe the teacher learning about students and their environment; the child learning basic skills and relationships with his environment; the youth learning best how to achieve his academic or vocational goals; and the adult student learning how to continue his self-development.

68. University of the State of New York. Project ABLE. Albany, N.Y.: The State Education Department, Bureau of Guidance, 1961.
A complete description of Project ABLE. The booklet includes such pertinent information as criteria to be used in evaluating applications, selection of pupils, selection and preparation of personnel, and offers help also in preparation of an application.

69. University of the State of New York. Report on the State Education Department Pilot Project Summer School Education of Migrant Children. Albany, N.Y.: The State Education Department, Bureau of Guidance, 1957.
Includes all details of organization, curriculum, testing, social growth, and evaluation of a summer program for migrant children.

70. Wepman, Joseph M. "Auditory Discrimination, Speech and Reading." Elementary School Journal 60. 1960.
The author's auditory discrimination test was administered to test the major hypothesis that auditory discrimination is attained gradually and often as late as age eight. Implications are made for reading remediation.

71. Wolfe, Deborah P. "Curriculum Adaptations for the Culturally Deprived." Journal of Negro Education 31. Spring, 1962.
A discussion of the meaning and implications of cultural deprivation; a report of a survey of fourteen cities and their curriculum practices with the under-privileged.

72. Wrightstone, J. Wayne. "Discovering and Stimulation Culturally Deprived Talented Youth." Teachers College Record 60. October, 1958.
The article describes a New York City project in which special effort was made to motivate and stimulate academically able students from low-income homes.

PUPIL EVALUATION

1. Bloom, B.S. "Taxonomy of Educational Objectives." Handbook I: Cognitive Domain. New York: Longmans, Green and Co., 1956.
   Describes the nature of the cognitive domain and its relationship to educational goals. Includes a description of the stages of the hierarchical structure and relates educational objectives to testing.

2. Diederich, Paul B. "Pitfalls in the Measurement of Gains in Achievement." School Review 64. 1956.
   Warns of problems inherent in measuring growth. Should be read by all who plan to evaluate educational programs with pre- and post-tests.

3. Festinger, Leon, and Leon Katz. Research Methods in Behavioral Sciences. New York: Dryden Press, 1953.
   Early work that codified research techniques. Includes an excellent chapter on the collection of research data by interviewing and the method of sampling and analysis of data that can be useful to the individual planning an interview study.

4. Gage, Nathaniel L. Handbook of Research on Teaching. Chicago, Illinois: Rand-McNally, 1963.
   A many-authored handbook with the aim of summarizing, analyzing and integrating research on teaching into closer contact with the behavioral sciences. Intended as an aid in the training of workers in educational research. Excellent as a source reference for research in curriculum and classroom methodology and relevant variables.

5. Good, Carter V., and Douglas F. Scates. Methods of Research. New York: Appleton-Century Crofts, Inc., 1954.
   Excellent book developing educational research methods and techniques with a discussion of the concepts, principles and procedures in educational, psychological and sociological investigations. The organization of the book follows the steps taken in problem solving.

6. Horrocks, John E. Assessment of Behavior. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.
   A textbook designed for a course in psychological measurement, containing the application, background and underlying assumptions of measurement. It includes materials on measurement of personality, maturation and readiness, intelligence, achievement, aptitude, special abilities, social behavior, interests and attitudes.

7. Jahoda, Maria, Martin Deutsch and Stuart W. Cook. Research Methods in Social Relations. New York: Dryden Press, 1951.
   A textbook dealing with all the steps in the research process used in the study of social relations. The book is divided into two parts: one deals consecutively with the major steps of scientific inquiry; the other deals in more technical detail with methodological problems.

8. Jennings, Helen Hall. *Sociometry in Group Relations*. 2nd ed. Washington, D.C.: American Council on Education, 1959.

A revised and expanded volume on the meaning of sociometric structures and choices. Using the sociometric procedures enables educators to widen their awareness of the needs of all pupils.

9. Kowita, Gerald T. *Research for Educational Improvement*. Albany, New York: University of the State of New York, The State Education Department, 1960.

A manual to guide school personnel in formulating and developing designs for experimental programs.

10. Northway, Mary. *A Primer of Sociometry*. Toronto, Canada: University of Toronto, 1952.

An introductory work giving the basic principles and practices of sociometry for the study of social relationships. A basic bibliography is given to guide the reader in this intricate and complex field.

11. Siegel, Sidney. *Nonparametric Statistics for Behavioral Sciences*. New York: McGraw-Hill, 1956.

This text presents nonparametric techniques in a form that can be understood by the average bevahorial scientist who lacks advanced mathematical training. Emphasis in this book is on research application of techniques, with many interesting examples taken from the behavioral sciences.

12. Thorndike, Robert L., and Elizabeth Hagan. *Measurement and Evaluation in Psychology and Education*. 2nd ed. New York: John Wiley, 1961.

Test construction, score interpretation, source of tests, and setting up a test program are some of the topics covered. Statistics and technical details are held to a minimum to keep the book usable for prospective school teachers without a background in statistics. Emphasis is on aptitude and achievement tests rather than on personality and interest inventories.

13. University of the State of New York. *The New York State Pupil Evaluation Program*. Albany, New York: The State Education Department, Bureau of Pupil Testing, 1966.

A description of a state-wide testing program, established in the fall of 1965, to provide annual information on the achievement status of pupils. Standardized tests in reading and arithmetic have been administered in grades 1, 3, 6 and 9. This brochure explains how the results will be used.

14. University of the State of New York. *School Quality Workbook*. Albany, New York: The State Education Department, Division of Research, January, 1963.

A practical guide for administrators to measure the achievement level and quality of their school systems. A number of classifications and norms are presented whereby schools may measure the success of their programs.

15. Walker, Helen M., and Joseph Lev. Statistical Inference. New York: Holt, Rinehart and Winston, Inc., 1953.

    A good reference book on statistical theory and methods for the non-mathematically oriented student.

16. Wandt, Edwin. A Cross-Section of Educational Research. New York: McKay, 1965.

    A collection of forty educational research articles published from 1960 to 1964. The primary purpose of this compilation is to acquaint administrators and teachers with recent research findings having practical application.

17. Weiner, Max, and Shirley Feldman. "Measurement of Reading Skills in Lower Socio-economic Status Children." Educational and Psychological Measurement 23. Winter, 1963. Paper read at the American Psychological Association Conference, Philadelphia, 1963; and Validation Studies of a Reading Prognosis Test for Children of Lower and Middle Socio-Economic Status.

    Discusses the possible value of a reading prognosis test which could be constructed to measure future reading ability on the basis of present skills. Also included are results from three validation studies.

PUPIL PERSONNEL SERVICES

A. GUIDANCE AND COUNSELING

1. Bellinger, Mary Ellen. "Guidance for the Disaffected." Educational Leadership 20. February, 1963.
   The importance of a team approach in the identification and treatment of under-achievement is stressed; group counseling is discussed; special programs to fulfill unique student need are mentioned.

2. Berlin, Harry. "Utilization of High Level Talent in Lower Socio-Economic Groups." Personnel and Guidance Journal. Vol. 35. November, 1956.
   The article presents the view that, to solve the shortage of high level talent, it will require the recruitment of highly capable youth from the low socio-economic groups, particularly into college programs.

3. Briggs, William, and Dean Hummel. "Counseling Minority Group Youth: Developing the Experience of Equality through Education." Ohio Civil Rights Commission, Columbus, Ohio, 1962.
   An illustrated guide for providing counselors, teachers, and other staff members with stimulating information, resources, and study materials in their work with minority groups.

4. Britts, Maurice W. "Minority Children: Forgotten Youth in Counseling." Clearing House 38. May, 1964.
   A plea for the abolition of concepts of stereotyped racial talent and limitation. Vocational guide suggestions for the counselor of minority group children are provided.

5. Ferguson, Harold A., and Richard L. Plaut. "Talent to Develop or Lose." Educational Record 35. April, 1954.
   Article devotes itself to the idea that, in order to insure adequate scientific and professional manpower in the United States, the source of the capable Negro student should be tapped through more and better school counseling.

6. Gordon, Edmund W. "Counseling Socially Disadvantaged Children." Mental Health of the Poor. Edited by Frank Riessman, Jerome Cohen and Arthur Pearl. New York: Free Press of Glencoe, 1964.
   Theories of behavior as they relate to counseling practices. Cites negative and positive characteristics of socially disadvantaged children and limitations of the counseling experience for a child whose life conditions deny "the validity of democracy's promise and humanity's hopes."

7. Gordon, Edmund W. "Social Status Differences: Counseling and Guidance for Disadvantaged Youth." Guidance and the School Drop-Out. 1964.
   An appeal to guidance personnel to de-emphasize counseling per se and to focus instead on the broader area of environmental encounters as a means of influencing behavior in terms of objective realities in the disadvantaged child's life.

8. Landes, Ruth. "Cultural Factors in Counseling." *Journal of General Education* 15. April, 1963.
The author finds down-to-earth and easy-to-follow material which should prove especially valuable to counselors in schools with multi-cultural groupings of minorities.

9. Miller, Leonard, ed. *Guidance for the Underachiever with Superior Ability*. U.S. Department of Health, Education and Welfare, 1961.
Contains suggestions on how the guidance needs and problems of the underachiever can be identified, and points out ways in which these needs can be met at various educational levels.

10. Phillips, W. B. "Role of the Counselor in the Guidance of Negro Students, Reply to D. L. Trueblood." *Harvard Educational Review* 31. Summer, 1961.
This article, actually a reply to one in an earlier review, suggests, by making some valid points, that a positive guidance program for Negroes should be only "a guidance program, and not one especially for Negroes."

11. Ratchick, Irving, and Frances G. Koenig. *Guidance and the Physically Handicapped*. Science Research Association, Inc., 1963.
The contents include identification and planning for handicapped, role of parents and teachers, enrichment of programs, vocational planning, and where to secure help for the handicapped.

12. Record, Wilson. "Counseling and Communication." *Journal of Negro Education* 30. April, 1961.
The emphasis in this keynote speech is mainly on communication or the lack of it between pupil and counselor, parent and child, and parent and counselor.

13. State University of New York. *Admitting Disadvantaged Students*. Albany, New York: 1965. Collection of papers presented at the Fall, 1965, meeting of admissions officers associated with the State University Admissions Program.
Included are topics such as Higher Education and the Disadvantaged Student-An Overview, Interpreting Academic Records of Disadvantaged Students, Financial Arrangements for the Disadvantaged.

14. Trueblood, Dennis L. "The Role of the Counselor in the Guidance of Negro Students." *Harvard Educational Review* 30. Summer, 1960.
Specific organizational and other suggestions for the counselor, with guides to implementation. Review of selected relevant literature.

15. University of the State of New York. *Guidance for Educationally Disadvantaged Pupils*. Albany, New York: The State Education Department, Bureau of Guidance, 1965.
This booklet is addressed to counselors and other school personnel who have a responsibility for counseling children from culturally disadvantaged backgrounds. It provides some basic guidelines for immediate action to the end that these pupils are helped to take full advantage of all the educational opportunities that are or will become available in school and outside of school.

16. University of the State of New York. *Directory of Programs and Services for Disadvantaged School Youth (A)*. Albany, New York: The State Education Department, Bureau of Guidance. 1965.

    Prepared especially for counselors for referral of disadvantaged pupils needing remedial assistance or financial help. The directory consists of Part I, which includes programs which may be pertinent to the needs of students in all state communities, including New York City; and Part II, which pertains only to New York City youth.

17. Yeshiva University. *Guidance for Socially and Culturally Disadvantaged Children and Youth*. New York: Ferkauf Graduate School of Humanities and Social Sciences. 1963.

    This booklet records the proceedings of the Second Annual Invitational Conference on Urban Education, held at Yeshiva University. A group of experts in guidance examines the problems of urban education and lists ways on how some of these problems are being met.

PUPIL PERSONNEL SERVICES

B. DENTAL HEALTH

1. American Dental Association. Dental Health Program for Children. (Booklet) 1966.

   Recommended objectives include expansion of dental health education, locally, statewide and nationally. Programs should develop increasing awareness of family's responsibility for dental health care. All existing resources should be utilized, especially for the disadvantaged child.

2. American Dental Association Newsletter 18:18, August 30, 1965.

   Almost 60 percent of 5 to 14 year olds from families with incomes less than $2000 a year have never been to a dentist, and about 40 percent of children in families with incomes $2000 to $4000 have never had professional care. Sixty-three percent of all non-white children in this age and family group have never seen a dentist. This contrasts with about 21 percent and 10 percent of children from families in the annual income brackets $4000 to $7000, and over $7000, respectively.

3. Boek, Walter E. "Behavioral Science in Dental Health Education." New York State Dental Journal 31. October, 1965.

   Social scientists recognize that it takes more than an information technician to effect a change in habits of those people whose attitudes are "out of our clear vision." This requires understanding of the differences between knowledge, beliefs, temporary action, and habits.

4. Conley, Ina E. "A New Look at Teeth." New York Parent Teacher. December, 1966.

   By working closely with others on the school staff, the dental hygiene teacher contributes to the attainment of educational objectives for all children. Basic to the purpose of dental health education is prevention through the program that schools are best prepared to offer to the community.

5. Frost, Rosemary A. "The Role of the Dental Hygiene Teacher in Pupil Personnel Services." Journal of School Health, 36:9. November, 1966.

   The dental hygiene teacher is responsible for conducting a school program of effective dental health education. As a community agency, the school helps meet the needs of children. Among these needs is education in dental care. Through these services children become informed of their dental health assets and liabilities.

6. Gutman, Ross E. "Educational Dental Health Services for Disadvantaged Children." Oral Research Abstracts 2:7. July, 1967.

   Children from families of low income levels use dental care services least. Disadvantaged children are subject to various health risks and need more school and community educational and cultural services than the average child. The school dental health staff must have a full understanding of the health and educational problems of disadvantaged children as they relate to dental health status to prevent or minimize the threat to their physical, mental and social well-being.

7. Gutman, Ross E. "The School Dental Health Program is Educational." *New York Parent Teacher*. December, 1966.
   Researchers have found that the individual will respond positively for better oral health when 1) he feels himself highly susceptible to dental disease; 2) he becomes concerned that problems arising from neglected oral health will lead to complications involving his physical, mental and social living; 3) he is convinced that the action he can take will reduce the likelihood of his facing severe handicaps in health and education; and 4) he sees advantages in taking preventive action as outweighing the threat to him of taking such action.

8. Muller, Charlotte. "Income and Receipt of Medical Care." *Journal American Public Health Association* 55:4. April, 1965.
   The status of dental health is a good index of income level and utilization of preventive dental care facilities. Children from families in low income brackets (a characteristic of disadvantaged individuals) make fewer visits to dentists' offices and rarely go for preventive services. It is an essential part of the child's education to raise his aspirations and level of motivation for taking measures for protection of his oral health.

9. Myers, Sharon E., and Robert A. Downs. "Some Comparative Findings of Dental Health Knowledge, Attitudes and Practices Among Eighth Grade Pupils in Two Schools Systems With Differing Approaches to Dental Health Education." Paper presented at the annual conference of the American School Health Association, Miami Beach, Florida, October 22, 1967.
   This study attempted to determine whether there are differences in dental health knowledge, attitudes and practices of continuous resident pupils with a sequential dental health program. Children were grouped according to socioeconomic status, family income, types of housing units, and parental educational attainment for comparison. Differences in results were significant and favored the school district having a dental health program with full-time dental hygienists educating the children.

10. Oberteuffer, Delbert. "An Educator Looks at the Dental Health Program in Schools." *Journal of American Dental Association* 60. January, 1960.
   Learning is conditioned by many factors that influence pupil response. Modification of behavior is not always easy to produce, hence the need for establishing dental health programs that are functionally correlated and integrated with curriculum patterns leading to more healthful and productive living.

11. Office of Economic Opportunity. *Project Head Start Community Action Program. Booklet 2, Medical*. Washington, D. C.: 1965.
   This program is necessary because neglect of dental care of pre-school children is very common. The disadvantaged child often starts school with this added burden and impediment.

12. United States Department of Health, Education and Welfare. Health of Children of School Age, Publication No. 427. Children's Bureau. 1964.

Children living in poverty are subject to various risks to their health, education and welfare. They carry the large burden of illness even before entering school. Their accrued dental problems increase in scope and severity each year. This study showed a 13 times increase in dental caries incidence among children between ages of 5 and 10 years. They faced more extensive dental and general problems, with further neglect and loss of teeth by the age of 15 years.

13. Young, Marjorie A.C. "Dental Health Education - Whether? " Journal American Dental Association 66. June, 1963.

The current need for dental health education is both obvious and extensive, and this need will increase in the future. Changes in eating and living patterns, manpower shortages in health and education call for greater and more effective preventive roles for school dental health personnel. Absence of immunization measures to prevent dental disease, added to difficulties of educating for dental health, all contribute to the over-all problem. This dynamic quality of the program is determined more by "how" we educate rather than by "what" we teach.

PUPIL PERSONNEL SERVICES

C. SCHOOL PSYCHOLOGICAL SERVICES

1. Dunham, H. S., and R. E. L. Faris. Mental Disorders in Urban Areas. Chicago, Illinois: University of Chicago. 1965.
   An account of the relationships between the etiology of mental illnesses and the urban environment. Factual findings are new, and many of them are unexpected. For example, urban areas characterized by high rates of social disorganization are also those with high rates of mental disorganization.

2. Hellmuth, Jerome, ed. Disadvantaged Child, Vol. 1. Seattle, Washington: Special Child Pubs., 1967.
   Aspects of disadvantagement ranging from "familial mental retardation" to a study on "cognitive competence and level of symbolization" are offered. The editor suggests that basic research and sound education are not only compatible but also can be carried on side by side, one enriching the other. Several theoretical and practical positions are examined, with emphasis on educational programs designed to be responsive to individual need.

3. Jahoda, Marie. Race Relations and Mental Health. New York: Columbia University Press, 1960.
   A brief and compelling account of the psychological function of prejudice, prejudice and mental health and related considerations. An attempt to understand both the crude violence and the polite antagonism against groups of a different origin.

4. Kornrich, Milton. Underachievement. New York: Charles C. Thomas, 1965.
   A collection of 51 papers selected from 500 recently published and unpublished studies. While many of the studies refer to the bright underachiever, there are papers on underachievement in average and retarded students. Two papers challenge the concept of underachievement.

5. Lott, A, J., and B. E. Lott. Negro and White Youth: A Psychological Study in a Border-State Community. New York: Holt, Rinehart and Winston, Inc., 1963.
   A survey which presents the results of a comparative study of high school seniors' values and goals in a transition period of de jure integration and de facto segregation.

6. Meissner, H. H., ed. Poverty in the Affluent Society. New York: Harper & Row, 1966.
   A book of readings reflecting in some measure the interest of American society in poverty and the attitudes toward the poor in three periods of our history. Material is selected from government, professional and non-professional publications, including some dealing with interaction with mental health professions.

7. Vosk, Jeannette. "The Cultural Psychologist in a Different School." American Journal of Orthopsychiatry 29 (1). January, 1959.
Discussion includes case studies and suggestions for improved and expanded school psychological services for the underprivileged child.

8. White, M. A., and June Charry, eds. School Disorder, Intelligence and Social Class. New York: Teachers College Press, Teachers College, Columbia University, 1966.
A research investigation by a professional organization and a university class in school psychology on the relationship of school disorder to intelligence and social class and an inquiry into the further question of relationship to adult mental illness.

PUPIL PERSONNEL SERVICES

D. SCHOOL SOCIAL SERVICES

1. Abbe, Alice E. "School-Agency Cooperation: An Account of Working Together in an Urban Community." Social Work Vol. III, No. 4. 1957.
   This article discusses and encourages the establishment of groups, including school personnel and the community, for mutual planning. Helpful to school social workers in understanding their school-community responsibilities.

2. Altmeyer, John R., "Public School Services for the Child with Emotional Problems." Social Work Vol. 1, No. 2. 1956.
   Discussion of the school offering services to emotionally disturbed children. Therapy in the school setting, special classes, functions of the school social worker and the schools' responsibility are considered. Presented by a consulting psychiatrist in a school setting.

3. Altmeyer, John R., "The School Social Worker and Problems of School Attendance." Social Work Vol. 2, No. 4. Oct., 1957.
   The author states that school social workers avoid attendance problems and presents reasons why the social worker should be involved in attendance problems. "Every attendance problem is worthy of being approached on a social casework basis."

4. Arbit, Sandra D. "Working with Parents." Social Work Vol. 1, No. 3. July, 1956.
   A discussion of basic approaches of school social work functioning, including size of case load, frequency of interviews and basic considerations of how school social workers can function most efficiently.

5. Berger, Stanley, "Casework with the Nonattendant School Child." Social Work Vol. 6, No. 1. January, 1961.
   This article discusses how a school social worker can work with hard-to-reach and multiproblem families. A child-focused, family-centered casework approach is discussed as well as the constructive use of the authority of the social worker with attendance problem referrals.

6. Berlin, Irving N. "Preventive Aspects of Mental Health Consultation in Schools." Mental Hygiene Vol. 51, No. 1, January, 1967.
   This paper discusses the school's role in the prevention of mental illness and discusses how the mental health consultant can be helpful to the school. Discusses the steps of mental health consultation and the effectiveness of this technique of being helpful.

7. Brooks, Edna E., Jane Buri, Elsie A. Byrne, and Marie C. Hudson. "Socioeconomic Factors, Parental Attitudes and School Attendance." Social Work Vol. 7, No. 4. 1962.

This study contributes a body of empirically supported data that may be used as a basis for a diagnostic approach to problems of school attendance. The study was carried out by the St. Louis Board of Education between 1959 and 1962.

8. Cox, Rachel, "Social Work in Elementary Schools: Techniques and Goals." Social Work Vol. 8, No. 2. 1963.

The writer explores the task and approach of social work with elementary children with problems. The focus is on the casework relationship with the child. The school social worker functioning in a manner which fosters ego development is discussed.

9. Hoyt, N. Deming. "The School and American Culture: A Problem for Social Workers." Social Work Vol. 9, No. 2. 1964.

The author describes the varied roles of the school; i.e., "Cultural, Scapegoat, Political and Institution;" and discusses some of the problems social workers have in this setting.

10. Lee, Grace, ed. Helping the Troubled School Child - Selected Readings in School Social Work, 1935-1955. New York: NASW, 1959.

This book, a first in its field, offers in its fifty-six articles, a cross-section of material published on school social work between 1935-1955. The book is recommended reading for all social workers and social work students, with specific sections recommended for school administrators, educators, and certain lay groups.

11. Lornell, Wallace M. "Differential Approach to School Social Work." Social Work Vol. 8, No. 4. 1963.

This paper discusses the special awareness and skills a school social worker needs working with deprived children in an "inner city" school. Recommended reading for school social workers in an urban setting.

12. Miller, Robert. "A Differential Approach to School Social Work." Social Work Vol. IV, No. 2. 1959.

A discussion of casework with parents, documented by case material. Areas covered include 1., the school setting, 2., the child as a client and 3., work with parents. Work with parents is emphasized.

13. Mitchell, Grace W. "Casework with the School Child." Social Work Vol.2, No. 3. 1957.

Techniques on working with school children as a school social worker. The basic concepts are reviewed in a helpful, clear manner.

14. Nesbit, Elsie. "Finding the Causes of Nonattendance." Social Work Vol. 2, No. 1. 1957.

The author approaches the subject with the basic understanding that nonattendance is symptomatic of other problems. The techniques of understanding and working with these problems is probed.

15. Parker, Emma B., and Grace Reiss. "Reluctance To Go To School: A Report of a Follow-up Study." *Social Work* Vol. 7, No. 2. 1962.
A follow-up study of 18 children in the Tacoma Public Schools who had been previously referred and received social work service because of a reluctance to attend schools. This study points up the value of early recognition and attention of school attendance problems.

16. Rabichow, Helen. "Casework Treatment of Adolescents with Learning Inhibitions." *Social Work* Vol. 8, No. 4. 1963.
This paper examines the relationship between certain emotional problems in adolescence and their manifestation in learning inhibitions. Two cases referred for school underachievement and treated within the broader context of emotional disturbance are presented.

17. Sands, Rosalid M. "Understanding the Disturbed Preschool Child." *Social Work* Vol. 7, No. 1. 1962.
This paper is a presentation of the problems and attributes unique to the disturbed pre-school child, and the techniques the Child Development Center, New York City, evolved to understand him. The case study method is used.

18. Vinter, Robert D., and Rosemary C. Sarri. "Malperformance in the Public School: A Group Work Approach." *Social Work*, 10. January, 1965.
A discussion of a study of a group work approach used in five selected schools for three years. Includes information re: pupil characteristics, school conditions and roles of social workers in schools. Recommended reading for an understanding of the value of the group approach.

PUPIL TESTING

1. Anastasi, Anne. "Culture-Fair Testing." *Education Digest* 30. April, 1965.
   This article devotes itself to culture-fair testing based on the idea that cultural influences will be reflected in test performance because all behavior is, in some way, affected by the cultural atmosphere in which an individual is raised.

2. Anastasi, Anne. *Psychological Testing*. 2nd ed. New York: Macmillan, 1961.
   The first third of this volume, which is devoted to basic principles and methods of testing, provides worthwhile background. The other two-thirds, which survey existing published and experimental tests of intelligence, achievement, interest, and personality, will be of interest primarily to professional workers.

3. Anderson, Scarvia B., and Martin R. Katz and Benjamin Shimberg. *Meeting the Test*. New York: New York Scholastic Book Services, 1963.
   A paperback book designed to acquaint pupils with the type of tests they may encounter in school. Provides sample items and gives suggestions for preparing for and taking tests.

4. Bernardoni, Louis C. "A Culture Fair Intelligence Test for the Ugh, No and Oo-La-La Cultures." *Personnel and Guidance Journal* LXII. February, 1964.
   This is tongue-in-cheek writing, amusingly done, presenting some of the problems involved in developing standardized group measures of intelligence, with specific reference to the culturally disadvantaged pupil.

5. Bauernfeind, Robert H. *Building a School Testing Program*. Boston, Massachusetts: Houghton Mifflin, 1963.
   This book is designed to help the school testing director plan his master program more effectively and decide constructively on specific test instruments that promise to suit his purposes best. Ultimately, a good testing program is simply one that is harmonious with the school's educational program. The hope is that the great variety of ideas presented will help school personnel give more focus to their own plans.

6. Buros, Oscar K., ed. *The Mental Measurements Yearbooks*. Highland Park, New Jersey: Gryphon Press, 1936-65.
   Each yearbook contains reviews by outside authorities on tests published or revised since the previous edition. Entries also include information on content, grade range, and the availability of technical data for each test. Indispensable references, especially in the 5th and 6th editions, for personnel involved in selecting tests. See also Buros, *Tests in Print*, 1961, which serves as an index to earlier yearbooks.

7. Chauncey, Henry, and John E. Dobbin. *Testing: Its Place in Education Today*. New York: Harper and Row, 1963.
   Summarizes the history of testing and discusses wise use of tests and test results. Includes sample multiple-choice questions which measure application of principles and critical thinking to refute the charge that tests can measure only memory for facts. Useful to the layman as well as the test user.

8. Clarke, A. D. B., and A. M. Clark. "How Constant is the I. Q." Lancet 265. October, 1953.
Intellectual retardation is not necessarily permanent or irreversible; after removal of adverse conditions, retardation begins to fade, and I. Q. increments occur.

9. Cronbach, Lee J. *Essentials of Psychological Testing*. 2nd ed. New York: Harper and Row, 1960.
An introductory textbook surveying testing theory and practices. Explains selection, administration, and interpretation procedures but neglects test construction.

10. Deutsch, Martin et al. "Guidelines for Testing Minority Group Children." *Journal of Social Issues* 20 (2). April, 1964.
A summary of relevant considerations for professionals who use tests with minority group children. Suggestions on test administration and interpretation.

11. Diederich, Paul B. *Short-Cut Statistics for Teacher-Made Tests*. 2nd ed. *Evaluation and Advisory Service Series No. 5*. Princeton, New Jersey: Educational Testing Service, 1964.
A free pamphlet describing simple methods for performing item analyses and for estimating reliability and correlation.

12. Educational Records Bureau. *Testing Guide for Teachers*. New York: The Bureau, 1961.
Pamphlet on standardized testing program, from selection of tests through explanation of results to parents. Includes a glossary of terms.

13. Eells, Kenneth. "Some Implications for School Practices of the Chicago Studies of Cultural Bias in Intelligence Tests." *Harvard Educational Review* 23. Fall, 1953.
A discussion of the cultural bias inherent in intelligence tests and of the inaccurate information yielded by such tests when applied to a disadvantaged pupil.

14. Engelhart, Max D. *Improving Classroom Testing*. Washington, D. C.: National Education Association, 1964.
Valuable advice on classifying instructional objectives, writing easay and objective tests and performing item analysis to improve instruction.

15. Felman, Shirley, and Max Weiner. "The Use of A Standardized Reading Achievement Test with Two Levels of Socio-economic Status Pupils." *Journal of Experimental Education* 32. Spring, 1964.
Low-class children received significantly different scores on reading achievement tests. Many implications for teachers and others who analyze test results are identified.

16. Freeman, Frank S. *Theory and Practice of Psychological Testing*. 3rd ed. New York: Holt, Rinehart and Winston, Inc., 1962.
Outlines the history of testing, the definitions of common measurement terms, and elementary statistics. Discusses major types of testing instruments.

17. Goslin, David A. *The Search for Ability: Standardized Testing in Social Perspective*. New York: Russell Sage Foundation, 1963.
    Discusses impact of ability testing and points out need for research to assess social consequences.

18. Hewer, Vivian H. "Are Tests Fair to College Students from Homes with Low-Socio-Economic Status?" *Personnel and Guidance Journal* 43. April, 1965.
    The conclusion drawn here is that there is no consistent relationship between social origin and achievement in college grades.

19. Justman, Joseph, "Assessing the Intelligence of Disadvantaged Children." *Education* Vol. 87, No. 6, February 1967.
    Educational and psychological testing encounter certain problems when administered to disadvantaged groups. The author identifies the problems as possible bias, difficulty of prediction, overgeneralization, and interpretation.

20. Katz, Martin. *Selecting an Achievement Test: Principles and Procedures*, 2nd ed. *Evaluation and Advisory Services Series No. 3*. Princeton, New Jersey: Educational Testing Service, 1961.
    There is no single achievement test or test battery that will be "best" for all pupil populations. The recommended procedure for achievement test selection consists of three phases: study of own school characteristics and testing needs; analysis of characteristics and capabilities of available tests; and matching the population of norms groups, of reliability samples and of validity studies for each test to own pupil population.

21. Kendrick, S. A. "College Board Scores and Cultural Bias." *College Board Review* 55. Winter, 1964-1965.
    A discussion of how colleges can better understand and help the culturally deprived student; the positive, negative and unknown implications of the use of tests on socially different college youths.

22. Linquist, E. F. ed. *Educational Measurement*. Washington, D. C.: American Council on Education, 1951.
    Outstanding authorities have prepared chapters on test construction and theory. Deals with practical problems of outlining objectives, item writing, experimental tryout of tests, correction for guessing, and test format.

23. Lyman, Howard B. *Test Scores and What They Mean*. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
    Paperback book aimed at the student or teacher lacking statistical training. Explains various ways of score reporting and interpretation, such as percentile ranks, standard scores, stanines, and grade or age norms.

24. Odell, C. W. *How to Improve Classroom Testing*. Dubuque, Iowa: William C. Brown, 1953.
    Discusses strengths and weaknesses of various item types and how to construct, administer, and score essay and objective tests.

25. Passamanick, Benjamin and Hilda Knobloch. "Early Language Behavior in Negro Children and the Testing of Intelligence." *Journal of Abnormal and Social Psychology* 50. May, 1955.
This study found that awareness of the examiner's different skin color depressed language scores of Negro children. An important finding for psychometrists and teachers concerned with evaluation of Negro children through tests.

26. Russell Sage Foundation. *Social Consequences of Ability Testing*. New York: 1962.
Proposals for three studies are summarized: attitudes toward ability tests; the impact of testing on level of aspiration and childrens' knowledge about their abilities; outline of a research program on the consequences of ability testing.

27. Sarason, Irwin G. "Test Anxiety and Intellectual Performances." *Journal of Abnormal and Social Psychology* 66 (1). 1963.
Results of a research study which demonstrated that anxiety acts as an interfering, non-intellectual influence on intellectual performance are presented.

28. Siegel, Irving E. "How Intelligence Tests Limit Understanding of Intelligence." *Merrill-Palmer Quarterly* 9 (1). 1963.
Author demonstrates that the traditional analysis of I. Q. test performance inhibits understanding of intellectual function. Alternative approaches are suggested.

29. Stodola, Quentin and others. "Making a Classroom Test: A Guide for Teachers." 2nd ed. *Evaluation and Advisory Series* No. 4. Princeton, New Jersey: Educational Testing Service, 1961.
A free pamphlet containing practical suggestions for test development, scoring, and interpretation.

30. Traxler, Arthur E., Robert Jacobs, Margaret Seliver, and Agatha Townsend. *Introduction to Testing and the Use of Test Results in Public Schools*. New York: Harper and Row, 1953.
This book emphasizes that if the educational process is to bring into harmony the student's individual capacities and limitations, something must be known about the individual's rate and ceiling of growth, his interests and goals, and his habits of adjustment. It lists 5 general considerations for a plan to be adequate. There is the story of the development of a fictional student with the record form and other personal data thus providing valuable information for college admissions, advisers or prospective employers.

31. University of the State of New York. *Improving the Classroom Test: A Manual of Test Construction Procedures for the Classroom Teacher*. Albany, New York: The State Education Department, 1964.
A practical guide to test construction techniques, including instructions for essay, multiple choice, matching, true-false and completion items.

32. Wood, Dorothy Adkins. *Test Construction: Development and Interpretation of Achievement Tests*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.
Paperback book dealing with essentials of measurement, reliability, validity, test planning, item writing and item analysis.

SELECTED AUDIOVISUAL SOURCE AND REFERENCE LIST

1. Brown, James W.; Richard B. Lewis; and Fred F. Harcleroad. Audio-Visual Instruction. New York: McGraw-Hill Book Company, Inc. 1964.
   Practical information on the use of instructional materials to plan and carry out learning activities from kindergarten through college.

2. Bureau of Mass Communications. Educational Media-Materials Distribution Service Catalog. Albany: New York State Education Department.
   A listing of video taped programs and series available from New York State.

3. Cross, A.J. and Irene F. Cypher. Audio-Visual Education. New York: Thomas Y. Crowell Company, 1961.
   College textbook illustrated with 300 halftones and 45 line drawings, including electronic teaching machines and teaching and learning laboratories sections.

4. Dale, Edgar. Audio-Visual Methods in Teaching. Revised edition. New York: Holt, Rinehart & Winston, 1954.
   A complete revision of the popular first edition of 1946, this work has become a standard in the educational field.

5. de Bernardis, Amo, Victor W. Doherty, Everett Hummel and Charles William Brubaker. Planning Schools for New Media. Portland, Oregon: Division of Education, Portland State College, 1961.
   This reference guide presents essential information needed by laymen, school people, and architects for planning schools to utilize modern teaching technology.

6. Department of Audiovisual Instruction, NEA. The Cooperative Approach to Audio-Visual Programs. Washington, D.C.: The Department, 1959.
   Reports a survey of over 100 cooperative audiovisual education centers in the U.S. in terms of staff, budgets and programs.

7. Department of Audiovisual Instruction, NEA. Directory of Graduate AV Programs. Washington, D.C.: The Department, 1955.
   A listing of institutions offering advanced professional education in the audiovisual field.

8. Department of Audiovisual Instruction, NEA. The School Administrator and His Audio-Visual Program. Washington, D.C.: The Department, 1954.
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